

# THE SCHOOL JOURNAL

· NEW · YORK · AND · CHICAGO ·

VOLUME L., No. 24.  
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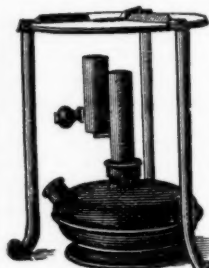
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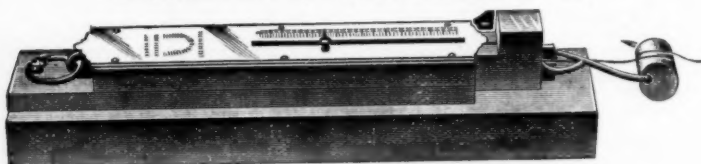


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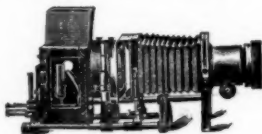
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A Weekly Journal of Education.

Vol. L.,

For the Week Ending June 15

No. 254

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

## Rational Correlation.

The June *Forum* contains an article on the "Rational Correlation of School Studies," from the pen of Dr. J. M. Rice. It is in fact a criticism on the report made by the "15 Committee." He first protests against an official recognition on these grounds: (1) that it is not the report of fifteen but of five, (2) that only one name was signed to the report and that three dissented, (3) that unification (or correlation) was condemned on a misleading argument.

The main part of the article is, however, devoted to outlining the principle of unification—to pointing out its advantages and dangers. "In school work, as ordinarily conducted, each branch of study is so rigidly isolated from all others that the child is unable to see that there is a true relation between ideas. . . In the vast majority of schools even such closely related branches as penmanship and spelling, punctuation and the construction of sentences, are taught altogether independently."

"Now, if in place of answering test questions in geography the pupil should write a composition on a geographical subject related to the lesson of the day he would deal with the subjects of grammar, penmanship, spelling, punctuation, capitalization, and sentence construction." "This is accomplished simply by regarding language as a mode of expression."

He then turns and discusses next the unification of subjects. "Prominent among these branches are geography and history." "Further, there is a close relation between history, biography, and literature, and between geography and plant and animal life. In short, it is seen that all forms of knowledge are more or less closely related. It is claimed by some educators that it is quite feasible to select a single subject as a pedagogical center, and to cause all instruction to revolve around that center." "Very few indeed have gone so far as to advise the selection of a central study. They believe natural relations should be preserved, but that, for the sake of thoroughness, each subject must be, to a certain extent, taught independently. They are anxious to learn the golden mean. Hence, the argument in the report upon which unification was condemned did not represent the opinions of the majority of our progressive teachers." The dissents of Supts. Gilbert and Jones follow; he then gives reasons for unification.

"First, when the mechanical studies are made incidental to thought the drudgery of school work is reduced to

a minimum." "The work being much enriched, the child leads a life abounding in ideas and ideals, and the spiritual atmosphere of the class-room is markedly improved."

"Secondly, when a child views ideas in their proper relations he frequently finds an immediate use for his knowledge. Other things being equal, interest in a thing is diminished in the same proportion as use becomes remote."

"The plea to the young child, urging him to become a good penman because good writing will be useful to him when a man will touch no chord in his emotions. But if we lead him to acquire ideas and awaken in him from the start the desire to express his ideas in writing he will see an immediate use for penmanship."

"In regard to the committee's objection to incidental instruction in language, we find the statement that learning to read and write should be the leading study of the pupil in his first four years at school. That this is so, I do not believe that any one, not even the most radical, will deny."

"In regard to results, my personal observations have proved to me that the poorest reading and writing are found in the schools where the instruction in language is made purely formal; while the best results were obtained where the fundamental plan lies in giving the child ideas and teaching language to a considerable extent incidentally as a mode of expression". . . "with the diminution of formalism in instruction the happiness of the child is increased."

As to the report itself: "The discussion of educational values is without question an excellent analysis."

As to Dr. Harris in thus ignoring the opinions of the majority and substituting his own views, "Dr. Harris overstepped the limit of his authority and assumed the position of a dictator."

## School Baths.

(In an interesting pamphlet "On Bathing and Different Forms of Baths," by Wm. Paul Gerhard, of New York city, reprinted from *Architecture and Building*, appears the following on School Baths.)

Experience teaches that the air of school-rooms is badly contaminated by the emanations from the children's bodies and by the odor from their clothing. All attempts to improve the sanitary condition of schools will fail to accomplish their object thoroughly if means are not provided to cleanse the bodies of the children. Cleanliness of school children will make the ventilation of the school-rooms an easier problem, and further than that, it will tend to increase the appreciation for cleanliness in the lower classes, and thus indirectly stimulate bodily—and often moral—purity in the home circle.

The first one to suggest the advantages and necessity

for school baths was, I believe, Dr. Alfred Carpenter, of Croydon, England. In his lectures on "Preventive Medicine in Relation to Public Health," delivered in 1877, he discussed the subject as follows:

"Every public elementary school ought to have a proper washing place, so that the children might wash the whole of the body at least twice a week, as well as their hands and face. There should also be a washing place for clothes, with a drying closet attached, which could dry the clothes as quickly as possible, and be so arranged that cloth clothes might be cleansed and disinfected, as well as linen clothes washed.

"Is the custom of wearing the same dirty garments day after day, getting daily more filthy, an unavoidable one? It is this custom which makes the air of rooms so unwholesome in which the lower classes of children assemble, and which frequently produces the first seeds of evil in the constitution, especially when they go into the room damp from the effect of a drizzling rain. Every one accustomed to a badly ventilated school-room knows that it is the smell from damp and dirty clothes which is the principal source of the offensive atmosphere. Even if the clothes will not wash, an exposure in the drying closet to a temperature of 350 degrees will not hurt their texture, whilst it will entirely destroy any lurking seeds of infectious disorders which might be clinging to them, as well as destroy the seed beds themselves; and in the possible case of infection being brought into the school in the clothes, would, in the majority of instances, prevent it from spreading among the pupils."

\* \* \* \* \*

"I contend that a public elementary school should possess:

"1. Access to a bath, in which every child should be required to bathe twice a week. Every day would be better still.

"2. A washing place, in which they should be obliged to wash daily.

"3. A room in which the hair should be combed and the head cleaned every day, or oftener if necessary. These operations should be superintended by some person, who should see that the elder children attended to the younger as well as themselves, and so teach them to be careful of others.

"4. A laundry, in which the clothes which required it could be washed.

"5. A drying closet, capable of being heated to 400 degrees F., in which washed clothes and also all damp garments could be quickly dried. This would be a great boon to the children on wet days."

"I contend that all these are necessary for the education of the great mass of our poor, as much as, if not more than, a knowledge of geography and astronomy, or even of history. It will be impossible for the people to be godly until they are instructed in the way of cleanliness. Cleanly children will acquire a dislike for personal dirt and retain it to the end of their lives. They will make more effort to raise themselves from below the level of brutes to that of Christians than they otherwise would do if allowed to remain accustomed to filth. Use becomes second nature, and second nature in a century or two becomes instinctive.

"It is only by educating our poorer classes in cleanliness in early life that we shall make them, as a whole, love it for its own sake, and hate dirt and those habits which tend to make man lower than the beasts of the earth, too often now arising from an acquaintance, an intimate association, with dirt and dirty homes among the poor. Poverty may be clean, and with cleanliness the first step will have been taken to do away with the evils which follow in its train, and that health secured which riches without cleanliness cannot possibly purchase."

Of the three classes of baths, namely the tub bath, the shower bath, and the swimming bath, the first named, viz., tubs, are not well suitable for schools, as it would require a very large number of fixtures to bathe all the children, for which the space cannot always be found in a school building, and the process would naturally be slow and result in serious inconvenience, also because tub baths would require the outlay of a vast sum of money.

Swimming baths in schools would be good as far as giving an opportunity for bodily exercise is concerned. For a cleansing bath, however, the swimming bath is not well suited, for reasons explained heretofore, and here again the tepid shower or rain bath offers immense advantages.

To Prof. Flügge and Mayor Merkel, of the German university town of Goettingen, belongs the credit of

having first tried the experiment of rain baths in the public schools, about 1885.

Groups of children are bathed together, and care is taken not to give the baths at the end of the school session, so that the children will not catch cold in going home. After some use of the baths it is found that the children enjoy them, that their minds become more active and attentive; that the baths induce better cleanliness in clothing and underwear; that the parents pay more attention to the cleanly appearance of their children; and finally, that the air of school-rooms is greatly improved.

At first some teachers and boards of education raised trivial objections to the introduction of bathing in schools. They claimed that the school was not the place to educate children to appreciate the cleanliness obtained by bathing, that this belonged to the family; fear was expressed lest the children would catch cold, whereas experience has proven that the bath hardens the body; others objected to the cost, claiming that people's baths and not school baths were required; a few, finally, objected to the bathing being made compulsory, while experience in the schools demonstrated the fact that the children soon all became eager to bathe.

In German schools bathing has become very popular and the movement is rapidly extending, so much so that recent school buildings are rarely constructed without rain baths for boys and girls in the basement.

In this country there are as yet but few school baths. One on the rain bath principle was erected in a high school at Scranton, Pa., a year or two ago. At Manistee, Mich., a company erected people's baths on the rain bath principle in 1885, and one of the aims of the company was to get as many children as possible to take regular baths by distributing tickets to the school children.

From a paper in one of the Michigan state board of health reports I learn that while the Emeline Bath Co., of Manistee, Mich., furnishes tub baths for those who desire them, it heartily recommends the shower bath as preferable, enumerating the following advantages:

"1. In cases where one bather follows immediately after another the atmosphere of the shower rooms is the purest, as the spray from the shower absorbs the impurities of the air and carries them into the sewer on the same principle that the rain purifies the air outside.

"2. The patron of the shower bath does not come in contact with anything that the former occupant came in contact with, except the rack which he stands upon and the seat which he sits upon. This seat is varnished with shellac, and may be showered by the occupant.

"3. The water of the shower bath is continually changing, so that the bather is using fresh water to every part of the body.

"4. The occupant of the shower-room has easy access to all parts of the body, owing to the upright or sitting posture, while the occupant of the tub can reach only one-half of his body at a time, being obliged to turn in the tub to reach the other side.

"5. The occupant of the shower bath has no resistance of water pressure to contend with, while in the tub bath the feet and that portion of the body resting upon the bottom of the tub are under the pressure of nearly one-half pound to the square inch, which of course to a certain extent resists the throwing out process of the pores."

In February of the present year, a sub-committee on baths and lavatories of a citizens' committee in New York city made a report, recommending the erection of people's baths in the tenement districts, and also the equipment of public schools, where practicable, with baths in the basements, and favored the adoption of the rain bath system, because "there is no waste of water, because the cost of erection is very moderate, and because the system is characterized by cleanliness and simplicity."

\*NOTE.—The E. B. Co. does not recommend the use of soap. Instead, one-fourth ounce of salts of tartar and one-fourth ounce of borax to one quart of water is found to produce an alkaline sufficiently strong to cut the oil of the body, and at the same time the borax is found to have a cooling effect on the skin.

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Home-made Apparatus. XI.

By Prof. JOHN F. WOODHULL, Teachers' College, New York City.

PHYSICAL APPARATUS.

**No. 68. Apparatus for Decomposing Liquids by an Electric Current.**—An 8-ounce wide-mouthed bottle is cut in two (figure 11), and the neck portion is fitted into a block of wood, figure 74. A No. 7 rubber stopper with two holes fits in the neck. Two pieces of platinum wire (No. 24), each about two inches long, and connected to the ends of copper wire (No. 24), are fused into the ends of two



FIG. 74.

short pieces of glass tubing, see figure 75. The glass tubes are thrust through the holes in the rubber stopper. Over the ends of the platinum wires two test-tubes are inverted and are held in place by wire-clamps, not shown in the figure. The copper wires are joined to binding-screws, with which the battery-wires are connected when the apparatus is in use. The bottle is so firmly fastened in the Fig. 75. block that it cannot drop out and break the connecting wires when the apparatus is washed.

Cost.—8-oz. wide-mouthed bottle..... 6 cents  
4-in. platinum wire, No. 24..... 40 cents  
2 wood binding-screws..... 24 cents  
2 test-tubes from apparatus No. 48.  
Rubber stopper No. 7 from apparatus No. 49. 70 cents

**No. 69. Electric Motor.**—This consists of two rings, one larger than the other, figure 76, made of a number of turns of small iron wire. These rings are wound five layers deep with No. 24 single-cotton-coated copper wire, so that they may be magnetized by the electric current.

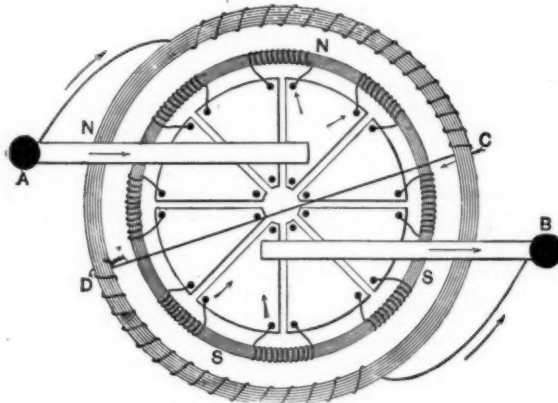


FIG. 76.

A few turns only of the copper wire are shown in the figure, in order that it may be possible to trace the path of the current. The outer ring is fastened to a board base and the inner one is fastened to a thin board disk, on the face of which are tacked triangular-shaped pieces of thin sheet-brass. Two strips of spring-brass are fastened to the binding-posts *A* and *B*, and are curved so that their ends only rub upon the triangular pieces of brass as the inner disk revolves. The axis of the revolving disk is a small wire nail, the lower end of which runs in a metallic socket in the base, while the upper end passes through a strip of brass, not represented in the figure, arched over the rings and fastened at both ends upon the board base.

Suppose the wire which is joined to the carbon of the battery to be connected with binding-post *A* and the other battery-wire to be connected with binding-post *B*. At *A* the current divides and half of it follows the copper wire which encircles the outer ring (from *C* to *D* the wire passes underneath the revolving disk along the sur-

face of the board base), and returns to the battery by way of binding-post *B*. The other half of the current follows the brass strip from binding-post *A* to one of the triangular pieces of brass. Here this half of the current divides into two quarters, one quarter passing half-way around the inner ring to the left and the other quarter passing half-way around the inner ring to the right. These two portions of the current unite in the triangular piece of brass on the opposite side of the disk from where they separated, and pass along the second strip of brass to binding-post *B* and thence to the battery.

Cost..... 30 cents.

**No. 70. Annunciator and Electric Bell.**—Three small electro-magnets, *C*, *D*, and *E*, made as described in No. X, are fastened to a board, figure 77. Strips of tin, bent as described, are pivoted to the board, one near the end of each magnet. The free end of each of these strips of tin rests upon another cut in the shape of a long, slim triangle, and pivoted near its base to the board.

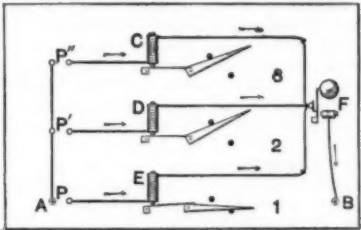


FIG. 77.

The broad end of each of these triangular-shaped pieces of tin is bent outward at right angles from the plane of the board. It is on this projection that each of the three strips first mentioned rests. The arrangement is such that when one of the triangular strips is pointing upward the weight of the other strip in contact with it will hold it in that position, but when once the triangular strip has fallen to the horizontal position the weight of its companion will not raise it again.

It will be readily seen by referring to the figure and supposing that the battery wires are in contact with the binding-screws *A* and *B*, that if we make connection between the two screws at *P* with a strip of metal representing a push-button, the current will pass around the magnet *E* and through the bell *F* and the lower pointer will fall and point toward No. 1, as represented in the figure; or, if we make connection at *P'*, the current will pass around the magnet *D* and through the bell *F*, and then the middle pointer will fall and point toward No. 2; or, if we make connection at *P''*, the current will pass around the magnet *C* and through the bell *F*, and then the upper pointer will fall and point toward No. 3.

Live Geography. V.

By CHAS. F. KING.

JOURNEYS.

(Direction to teacher.—Many facts in reference to education are intended only for the teacher and will not be likely to interest young children. The teacher will make a judicious selection for class work. These articles are not exhaustive. Much has been omitted for want of room, and some mistakes have been made, the result of hastily gathered information.)

THE PEOPLE OF THE SOUTH.

If a person visits the Southern states expecting to find men and women who look or speak so differently from those in other sections as to be especially peculiar he will be disappointed. The dress and language of each section is similar. The pronunciation of words and phrases in the South is modified somewhat, and is at first noticeable.

The people are divided into two great groups, the whites and the blacks. This division rather obscures all others. The whites do the brain work and the blacks do the hand work. The blacks are not observed spending their days in idleness any more than a similar number of whites there or in New England. The lazy shirk is found everywhere. Wherever a person travels the world over he will see a number of idle persons standing about a rail-



road station when the train arrives. In the South blacks and whites are observed thus resting. Most of the blacks are well employed; they work on the farms; they cultivate the cotton, the sugar cane, the rice; they fell the trees for the lumber and carry it to the station. In the cities the blacks work on the levees handling the raw material; they drive all the mule teams; they work on the streets, they carry the mortar and bricks for building. In the households they are the only servants, janitors, coachmen, butlers, porters, etc.

The work of servants in the South is more fully subdivided than in the North. In a fair sized family three servants are needed—the cook, the chambermaid, and the butler. If the family is rather large a black nurse for the baby and a French governess for the young children and a seamstress are added. Each servant in the North does about as much work as two servants in the Southern section. Many of these servants go home every night and remain there till morning. The cook carries home a basket each time filled with eatables left over from massa's table.

In the farming sections the blacks live in small cabins or huts built of wood, often of logs, containing only one room, a small window, if any, and two doors for ventilation. This cabin is invariably raised above the ground on posts eighteen inches high to make it dryer and cooler. About these cabin doors a brood of children is invariably seen. The chimney is always on the outside of the little house. The size, shape, and appearance of these cabins never varies in the different states. Sometimes the cabins were seen grouped together in a little village, but more frequently they stood under some large pine beside a spring or on a hillside. Everywhere they spoke eloquently of poverty, of unworthy contentment, and yet of a home and freedom. The blacks were fairly well dressed for people so poor; perhaps they dress better than they feed. In the cities they are well paid for their labor. Household servants frequently receive fifteen dollars a month, day laborers two dollars a day, and a negro who drives a mule team in a city demands three dollars. But the negro belongs to an improvident race. He cannot keep money; he thinks not of the morrow; he eats or drinks or gambles his wages away. Of course there are some happy exceptions to all this. We write here of what we saw; in very few cases did we see negroes carrying on business as merchants or manufacturers even on a small scale. It is said that blacks do not make good bosses; they are too domineering.

We noticed that the blacks rode in the street-cars with other people and were treated in the same manner. For a white gentleman to offer his seat to a colored lady occasioned no remark; for a colored man to smoke a cigar in a closed electric car run by a white conductor drew forth no complaint from those present. The latter incident was noticed a number of times. Usually on the steam cars the colored people rode in a car by themselves, although many white men mingled with them. On one line we saw colored people in all the cars. In this particular car one person, a colored nurse, took down her hair and combed it out before the other occupants of the car. The car had a good-sized toilet room within ten feet of the impolite nurse. The colored people seem to have all the rights and privileges they could safely manage, a remark which is equally true of workmen elsewhere.

The white people are engaged in every kind of business requiring brain power, thinking, or directing power. Whites drive the cars, take the fares, oversee everywhere; they buy and sell, manufacture entirely, judging from all appearances; they are the capitalists and own things in general. Clerks, superintendents, supervisors, merchants, captains of steamers, engineers on the locomotives, etc., are usually whites. The professions are filled by the same race. These general divisions of labor are just the same in the South as in the North, and are the result of natural laws in both sections. The North has poor people, lazy people, shiftless people; it has those who work with their hands and those who work with their brains. It has the rich and aristocratic; and the poorer and more democratic; it has those who hire and those who serve, the capitalists and the workers. But it does not have all of one kind belonging to one race and all of the other kind belonging to another race. Contrasts are not quite so prominent here as there. Business relations between employer and employee seemed to be just as harmonious in one section as in the other; in fact no strike was observed, none was heard of historically in the South during this long journey. Servants everywhere, workmen in general, seemed to be treated with kindness and marked respect. In some cases, this kind relation had existed for thirty years.

The white people of the South are conspicuous for a number of traits. The stranger is sure to notice at once how very polite they are. In the street cars the gentlemen invariably offer their seats to ladies who are standing. The quickness and courtesy with which this is done seemed to betoken inborn good manners. Hats are always lifted to ladies and sometimes held in the hand during a brief conversation on the street. Children at home practice their good manners every day of the week; at school they are taught and drilled, as it were, how to be polite. If a stranger visits a school he is introduced not only to the teachers but to the pupils, who stand, bow, and say, "Good morning,"

"Good evening." Hurry and bustle do not excuse a lack of politeness in this part of the world.

Southerners are noted the world over for their hospitality. The guest may be a "miserable Yankee," but if he crosses the threshold of the home by invitation, he becomes one of the family and is treated like a brother. Kindnesses are heaped upon him; attention is shown by every member of the family; time and money are devoted to his happiness. The phrase "killed by kindness," must have originated in the enjoyment of Southern hospitality. Rich and poor are alike in the spirit of this hospitable entertainment. They are also proverbially generous, sharing with friends and relatives their last dollar.

Southerners are very religious; they have respect for the church and the minister. The cities and towns are well supplied with churches. Atlanta, Richmond, Savannah, and New Orleans have many large and handsome church edifices. The First Baptist church of Atlanta, and the First Presbyterian of Savannah are good illustrations.

The people generally go to church, especially in the morning. The only time we saw an electric car crowded during a week's stay in New Orleans was after morning service on Sunday. The regular hour for the morning service is eleven o'clock, instead of half past ten. The prevailing sects are the Episcopal, the Presbyterian, the Baptist, the Catholic, and the Methodist. Most of the negroes belong to the latter. Some of their churches are very large. One in Savannah has 5,000 members.

[TO BE CONCLUDED.]

## A Little Lesson in Grammar.

By WILLIAM A. MOWRY.

John Eliot, of blessed memory, the apostle to the Indians, in the year 1666, published at Cambridge a little essay "To Bring the Indian Tongue into Rules." The printer was Marmaduke Johnson. At the outset of this little work, which Eliot styles "The Indian Grammar Begun," he defines grammar as follows:

"Grammar is the Art or Rule of Speaking."

He goes on to say:

"There be two parts of Grammar.

1. The art of making words.

2. The art of ordering words for speech."

Now let us go back to John Eliot's definition and division.

"The art or rule of speaking."

"The art of ordering words for speech."

One need not know the logic of it, but he *must* know the fact. He may not reduce it to *rules* as Eliot tried to do with the Indian tongue.

But if one learns the "art of ordering words for speech" he *must* be cognizant of the true usage, the accepted and established and crystallized style, or plan, or system of using the words employed. The trouble with young people or old people who talk incorrectly is that they either do not know or do not care for correctness of usage. Instead of following the common custom of the *best* writers and speakers, they follow the common custom of incorrect writers and speakers, mostly *speakers*.

To correct the ungrammatical language of pupils in school their errors must be pointed out to them, and they must be induced by such means as have intrinsic power, to change their custom. The best way probably is to take the points of erroneous speech one by one and tell the youth *what is correct*, and, if possible, induce him to accept the right. "False syntax," so called, is utterly indefensible. But the correction of individual errors is to be highly commended. When you find one writing "The *above* examples are sufficient," tell him to say "the *foregoing*" etc. Instead of "Does it look *good* enough" tell the boy or girl to say "*well* enough."

Instead of "like I do" say "as I do." "Seldom or ever" should be "seldom if ever" or "seldom or never."

Never say, "These kind of things" but, "This kind of things." Avoid saying, "I will try *and* do it," but say "I will try *to* do it." Avoid using "expect" for "suspect." Say "suspect" rather than "mistrust."

Here is a very common error. People say, "Every man or woman should do their duty." It should be, "Every man or woman should do *his* duty."

Again, "If you look sternly at any one they will start or flinch." "*He* will start."

"The highway commissioner *fixed* the road, the lady *fixed* her hair, the boy *fixed* his kite," etc. "*Repaired* the road;" "*arranged* her hair;" "*mended* his kite."

The old adage is, "A word to the wise," etc. These ought ye to have done and *not* leave the others *undone*.

Hyde Park, Mass.

## Editorial Notes.

There will be closing exercises in one hundred normal schools during this month; and what will their graduates discourse about, think you? Will they take up the interesting subjects connected with education? Will they tell us in new words about Froebel and Pestalozzi? Will they show that teaching is after all the highest and noblest of arts, because founded on that undying attribute that survives all revolutions and changes—the love of parents for their children? Will they give some glimpses of the deep insight they have obtained of the art they propose to earn a living by? Not at all. They will tell us about “China and Japan,” “The Language of Flowers,” and such things.

Some superintendents were sitting together and discussing the usual topics when one started off on the kindergarten: “We have one kindergarten and will soon have another; my intercourse with the teachers who apply for places has led me to doubt the institution; they know so little, are so narrow; they have learned a little, a very little about the ball and cube, and then they undertake to start twenty-five or thirty children in the way they should go. They don’t know about the bodies or minds, they know just how to teach them to make figures with different kinds of woolen yarn and that is all. The kindergartner should be a well educated person, in my estimation.” So say we all of us.

It was the saying of a writer who spoke from experience that a very little writing would express a great deal of living. It is quite as true that a very little teaching demands that one do a great deal of thinking and living—thinking about living. And teaching is valuable as life goes into it and makes a part of it. The young high school graduate thinks he can teach, but he cannot; he can hear lessons; there is some value in that, to be sure.

What is a school and what is it for? The idea is indefinite in the minds of many that it is both public and private. It is a public institution in the fact that it is supported by the public fund—yet it is often used to promote private ends. Who should teach in it? The idea that a town or district must supply its own teachers so as to keep the money spent at home must give way; the child’s needs should be supplied with the best teachers, no matter where they come from.

No one should be considered to hold a mortgage on a situation in any school on account of long service, infirmity, family needs, political, or sectarian relations. The teacher’s continuance in service should rest upon a strictly professional and business basis—politics should not enter into the matter.

THE JOURNAL was at one time the only educational paper that was down on intercollegiate foot-ball. Here it was seen in all its glory and wickedness. The same men who went to the horse races had their dollars ready to pay to get in. A noted bar-room would be filled at night, and the bartender declared he could point out the students because they drank the whiskey without

dilution. The New York *Herald* and many other papers are down on it and it must go; it is a college “fad.”

Who will be the next president of the N. E. A.? Correspondents in the West mention the name of Irwin Shepard in a most enthusiastic way. He has many just claims for the office—the main one being his long, faithful, and disinterested service for the N. E. A. In this respect he resembles Dr. Calkins who holds the regard of the membership in an unusual degree. THE JOURNAL favors the selection of a man who has worked for the N. E. A., not one who holds some position at the head of, or in a college; or who directs the schools of a large city.

Some time in the past a superintendent of the schools of a growing town was asked to subscribe for THE JOURNAL; he declined on the plea that he had no time to read it. Some time later there was a “hitch” in the board and it looked as if another man would be superintendent—a man who had an educational record; one who probably found time to read educational papers. Somehow this man made a deep impression on several members of the board—they felt that he understood education; yet he was not canvassing for the situation. The superintendent was much disturbed and took steps to show that he understood education too, producing a lecture on the kindergarten, etc. There are plenty of men who want the emoluments of education without the trouble of knowing much about it.

### Leading Events of the Week.

Spain sends a communication to the state department disavowing the act of the commander of the Spanish vessel in firing on the United States ship *Allianca* while passing through the Windward passage, expressing regret for the occurrence, and promising that the offense shall not be repeated.—Plans of the great North River bridge at New York sent to Secretary Lamont for his approval.—Turkey rejects the proposed control of Armenia by the other European powers.—A statue of the late Marshal MacMahon unveiled at Magenta.—Formosa formally transferred to the Japanese.—The Illinois silver Democrats hold a convention at Springfield.—The Cape Cod ship canal bill becomes a law.—Corea excited over the arrest of the Prince Parent’s (king’s father) grandson.—At the opening of the Italian parliament King Humbert refers especially to the warm friendship existing with England.—Spanish troops needed to quell disturbances in Porto Rico.—China secures a Franco-Russian loan of \$80,000,000. Germany working to secure the indemnity loan, which will amount to \$150,000,000 or \$200,000,000.

### Dedication Hymn.

Hail! spirit of immortal Truth,  
Bright emanation from on high,  
Now o’er our nation’s glowing youth  
Extend thy wings of purity.  
To thy great purpose now we raise  
These noble walls, this song of praise.

Here have we built a holy shrine,  
Where thy true worshipers may kneel,  
And seek to know the art divine,  
Of teaching what thy laws reveal;  
Pour then thy flood of golden light,  
And cheer the groping students’ sight.

Great God! preserve this sacred fane,  
And let thy smile upon it rest,  
For Art and Science build in vain,  
Unless the Lord the work has blest.  
Take it within thine own embrace,  
And bless it to our land and race.

—D. Bethune Duffield.





Charles M. Jordan.

Dr. Jordan, superintendent of the schools of Minneapolis, is one of the many leading men of the West who received their early training in the East. He was born in Bangor, Me., of a family of unusual force of character and sterling worth. He prepared for college at Westbrook seminary, Maine, and graduated from Tufts college, in 1877, taking the valedictory. An early experience of marked success, in a country school had shown him that he was adapted to the profession of teaching, and upon leaving college he entered upon his chosen work as principal of the high school at Bangor, Me.

In this position he displayed the qualities which have ensured his unvarying success and rapid promotion. Knowledge of men, sympathy with boys, with the clear insight, and requisite courage of an executive. He placed the Bangor high school upon high ground and wrought many beneficial changes in the administration of the schools of the city.

The opportunities for progressive and liberal work in the West, tempted Mr. Jordan to leave his native city, in spite of the strong inducements urged by the Bangor authorities. He went to Minneapolis in 1883, to become principal of the Winthrop school. Under his administration it became a high school, to the gratification of the residents of the East side. Mr. Jordan was then promoted to the principalship of the Adams high school, the largest building in the city, in which he had supervision of all grades of pupils, from the first grade through the high school. In addition to these duties he was placed in sole charge of the evening schools of the city. His success in this field won the entire confidence of all interested in the schools, and upon Dr. Bradley's retirement in 1892, Mr. Jordan was elected superintendent of the Minneapolis schools. His *Alma Mater* conferred upon him in the same year the degree of Ph. D. Dr. Jordan's administration of the schools confirmed the anticipations of his friends. The system has steadily improved under his care. His previous experience had given him wide knowledge of the work demanded in all grades, and of the problems of administration. His power as an organizer and executive began at once to influence the schools. A marked gain in unity, in co-ordination, was the result. One of the first steps taken by Dr. Jordan was to abolish the system of promotion by written examination. Under his ruling the judgment of principal and teacher is the supreme factor in promotion, and the pupil's daily work counts for more than any final test. Individual promotion is made whenever practicable, and no pupil is retarded by formal rules.

Manual training, cooking, and sewing have received cordial support at the hands of Dr. Jordan. The enrollment in the schools has increased from 23,797 to about 30,000, and the number of teachers from 560 to about 700. One element of Dr. Jordan's success lies in his hearty sympathy with child life. The children who have been his pupils are always his warmest friends. They look upon him as a big brother and make him their umpire in all questions, from a game of marbles to a choice of profession. Dr. Jordan, in the same way, inspires confidence in his co-laborers. He has the heartiest support of board of education, principals, and teachers.

Upon his re-election Feb., 1895, the board of education passed the following resolutions:—

"Satisfied that our schools have made steady progress under the direction of the present superintendent, Dr. Charles M. Jordan, the board of education approving of his management, resolved, that we hereby express our appreciation of his efficient services and our confidence in his ability to maintain the present high standard of our schools and to assure him of our

support in all efforts to further increase their usefulness and promote their efficiency.

"Resolved, also, that these resolutions be spread upon the minutes of the board, and a copy of the same be furnished to Dr. Jordan."

Under Dr. Jordan's administration we look to see the Minneapolis schools deservedly retain the place they have won in the foremost rank of our public schools. S. M. A.

The living question is thus stated by Pres. Cook of the Illinois normal school: "I mistake the temper of the times, if there is not a growing conviction that the only way to have a school is to have a teacher."

Commissioner W. T. Harris, in the April number of *Harper's Magazine* tells us that in the twenty-four years since 1870 the attendance at the public schools has increased from 7,000,000 to 13,500,000. The expenditures have increased from \$63,000,000 to \$163,000,000 per annum, an increase from \$1.64 to \$2.47 per capita of the entire population. The cause of this increase is (1) an increase in the length of the term and (2) an increase of enrollment of from 17 to 20 per cent. of the population. (3) Advance in wages, (4) the cost of expert supervision, (5) better apparatus, and (6) more commodious school buildings. He argues that great advancement in the average skill and efficiency of teachers has resulted from their professional training in normal schools. "Briefly the population is becoming urbane, the schools are becoming 'graded,' the pupils of the lowest year's work placed under one teacher, and those of the next degree of advancement under a second teacher," thus making a division of labor greatly to the advantage of the schools.

The legislature of 1894 passed a Free Text-Book act to take effect on June 1, 1895. The books are to be used for five years before a change can be made. For two months fifteen publishing firms have been canvassing Vermont. There are 240 towns and forty graded school districts. The publishers had eighty-five agents at work at first. Then the number was increased to 125, and the canvass closed with 175 men soliciting. The average salary and expenses per month of each agent is \$150, making an expense to the companies of \$37,000. The books cost on an average 30 cents. If one firm gets the contract for supplying all the text-books used in the state for the next dozen years at prices quoted there is no money in it. Vermont's school officers have received as presents 240,000 text-books. The average school attendance is only 50,000.

Hugh John Macdonald, of Winnipeg, son of the late premier, when shown the dispatch from Winnipeg announcing that the Manitoba government would refer the school dispute to a commission, said:

"I cannot say whether the statement is true or not. In my opinion the mass of the people of Manitoba prefer to fight the matter right out to the end, and would oppose any such idea. Certainly I do not think that the Greenway government would gain in popularity by taking such a course, at least not for some time to come. There is this to be said in favor of such a scheme: The passions on both sides would have a chance to subside. There are certain firebrands both in the one camp and the other, who keep the blaze alight, but there is no doubt that, as far as outward expression goes, there is not nearly the same amount of intense feeling manifested that there was some time ago. At the same time it would not take much to fan the flames up again."

Statistics of the graduating scientific school class at Yale give the average expenses of the freshman year as \$1,140, junior year \$1,160, and senior year \$1,270.

It seems that Prof. E. E. Barnard, of the Lick observatory, will become a member of the faculty of the University of Chicago. He has presented his resignation to the board of regents of the University of California to take effect next October. The University of Chicago is gathering as many of the most distinguished specialists as it can get. It ought to establish a school of pedagogy. Chicago needs such an institution.

"Fewer supervisors" is becoming a sort of slogan among Brooklyn teachers. "Poor grade teacher!" writes one, "she is supervised to death in Brooklyn."

Hawarden, Iowa, is to have a new school costing \$20,000—to be a normal and training school. Andrew Ring is president of the board.

Birmingham, Ala., was all awake May 15 because of the annual exercises of the normal training school. In his address Supt. Phillips said that the old assumption that teaching was only telling, made the only qualifications considered essential a moderate stock of knowledge. Were this true the art of teaching would be a wonderfully simple one. But, on the contrary, the teacher's work to-day is difficult and complex, involving all the intricate relations of the human soul to the complex universe in which it is placed. Teaching is to-day regarded as an art to be acquired, and an expert teacher is one of the world's rarest artists.



The Quincy, Ill., *Democrat* is one of many papers that demands the superintendent to be an expert and not a politician,—the current method: "As to our city council in whose hands this matter rests, there are fears being expressed that these gentlemen—as the case has been with their predecessors—will be persuaded out of their intended course, placing our schools upon a firm foundation—a professional basis. May they insist that the fundamentals of education be strictly attended to without fear or favor; and as they would find it necessary to call upon an expert, were they going to build city water works, or to secure the services of an architect were they going to build a magnificent edifice, may they also see the necessity of calling upon an educational expert, one who has knowledge of the laws that govern mental and moral growth, for plans and specifications, and to superintend the building of this great human structure, our public school system."

A merchant replying to a circular letter sent out from Phillips-Exeter academy, asking for opinions regarding the use of tobacco by boys in school, said: "If a successful salesman to whom I was paying a high salary should begin the use of tobacco, I should feel that about fifteen per cent. of his vitality or ability was taken from his usefulness, and hence should be taken from his salary."

Hon. A. B. Richmond said: "I have practiced law forty years, have been engaged in over four thousand criminal cases, and on mature reflection I am convinced that more than three thousand of them originated in drunkenness alone, and that a great portion of the remainder could be traced either directly or indirectly to this source. In seventy-six cases of homicide in which I have either prosecuted or defended, fifty-nine were the direct and immediate results of the maddening influence of intoxicating drink, while in a number of the remainder the primordial cause was this prolific source of misdemeanor and murder."

The Baltimore *News* says that Supt. Henry A. Wise demands training schools for teachers and favors it. "But even a more serious evil is 'influence'—a word that has come to possess a sinister meaning in public affairs in this country, and that, so far as the public schools are concerned, is simply a blight. The advancement of pupils or the appointment of teachers is too often regulated, not by merit or fitness, but by 'influence,' sometimes of family character, but generally political. To this mysterious power examinations, which should be the real test, become wholly secondary. The applicant who may come out of an examination with a brilliant record is often obliged to give way to another of inferior capacity who has a 'letter' from some powerful source. The whole of this is wrong, and wherever it exists injures the public school system in a grievous degree, and its true friends will not rest until such gross abuses are forever abolished." At last the worm has begun to turn; it is high time; half of the city teachers get in by "influence."

The past five years have been prolific of people discussing the question of money. There never was a time when so many people existed capable in their opinion to set matters right. They start out with the assumption that something is the matter with the currency. One man starts off by saying, "Here are hard times; here are plenty of people ready to work; here is plenty of money in the banks,"—then he proposes a scheme for putting the money in the banks in the pockets of the people.

The sole cause of the hard times has been *over expenditure*, extravagance; men with \$500 income have lived as if they had \$600 or \$700, and so on. Nothing will bring good times but economy, and this the people are practicing; they—the wise ones—have stopped buying, and this stops the merchant, the manufacturer, and the operative. The banks have plenty of money, but no one can use it profitably; if the manufacturer gets it and makes cloth, the merchant will not take it, for the people will not buy it—they have bought too much already and are in debt, so he will be unable to pay the bank back.

There is no hocus-pocus way of creating good times. The fever for laying plans to make them will run its course; the people who could make good times if they were in power is enormous in number; they are visionary. Ask any banker, no matter whether from the East, West, or South, and he will tell you that there is but one way out of hard times and that is by economy. About a year ago a young man who had a salary of \$1,500 was thrown out of employment by retrenchment; he visited a friend who said: "You have something laid up? No? But I see you having your boots blacked at the corner morning and evening; that costs you \$36.50; you drink considerable soda water probably \$25 worth; you smoke, that is \$40 worth; you ride on the horse cars but could walk, that is \$40. I guess I could figure up enough to make it \$200 that might just as well be saved." The young man began to think, resolved to economize; was taken back at \$1,000 and has married; he is saving money.

The expenditure for bicycles during the past few years is over \$50,000,000, and yet there are just as many horses; the cost of the big sleeves—but we won't undertake to estimate that, the expenditure for finery of all kinds has been enough to cause hard times. The only way out is by economy; tinkering the currency won't do it.

Michigan is moving; New York will follow instead of leading in this plan for training country teachers. "A summer school for teachers will be held at Kalamazoo this year instead of the usual institute. The date is announced as July 15 to August 15. The funds are provided by the state, so no tuition will be charged."

One of the most hopeful signs of the times is found in the schools; with the effort to create divisions comes up a deeper patriotism; the children in whose keeping the future of the republic will be given, have taken the American flag into their keeping. This will cause patriotic feeling to deepen among the people. Woe be to the man who talks of disrupting this country in future years.

At a meeting of teachers at Kalamazoo Dr. John M. Gregory, state superintendent of schools in Michigan, began his remarks with, "It is easy for a teacher to talk too much. Probably every teacher here talks twice as much as he ought; some possibly ten times." He then enumerated the kinds of over-talking and pointed out the injury. Then he added, "The teacher who has learned to talk only as much as is necessary and just what is necessary has no more to learn."

In the *Normal Instructor* published at Danville, N. Y., a list of current events is given. Under March 4 "Miss Anna Gould marries," etc. Under March 5 "Mrs. W. K. Vanderbilt is given a divorce," etc. Under March 8, Harry Hayward, the Minneapolis murderer, is found guilty," etc. A nice collection of things for schools! Now these are not current events, they are sweepings.

The *Missouri Teacher* and *Our Schools* have combined under the name of *Central School Journal*. This is a good move and we wish and prophesy good success. The publication certainly looks well in its combined shape.

The Study of Children will become a "craze" next. A lady in the *Detroit Free Press* says: "I once occupied two rooms on the ground floor of an old-fashioned house which stood on a corner where a large number of school children passed. One day it occurred to me that it would be interesting to listen to their conversation. So, as the pupils reached my front windows, I walked with them to my side windows and so to the length of the house, I being unobserved behind blinds and sash curtains. After three weeks' observation I found that boys from eight to fourteen years of age were bragging continually of their superior prowess in the line of 'lickin',' 'base-ball,' 'bike-ridin',' and 'big brother.' Never a word of their studies. Girls of the same age talked: 'And—mamma—said'; 'and—teacher—said'; 'I don't care, my numbers are too hard. I'll just tell mamma'; 'and she says'; 'and my doll is as pretty, mamma said so,' 'mamma' coming in at the beginning or end of every sentence. Both sexes of this age talked as fast as their tongues allowed. Of the ages from fourteen to seventeen, the girls talked, with scarcely an exception, of their studies. The boys of the same age talked, with scarcely an exception, of girls, girls. Now, I confess, this surprised me. I had always been taught to believe just the reverse, and it took various listenings before I would believe my senses. But the truth was before me. The boys talking girls, girls, girls, and the girls talking studies, studies, studies."

More than 200 letters of Pestalozzi, the pedagogist, have been discovered at Yverdon, in the Canton de Vaud. They relate to his school work while in the town.

Mrs. Louisa Parsons Hopkins, whose death recently occurred, was well-known in the educational world as an author, lecturer, and as an able supervisor of the Boston schools. Although she had not been in her usual health for some time, her death was unexpected. Mrs. Hopkins was a valued contributor of THE JOURNAL, and several articles from her pen have appeared recently.

The university convocation will be held at Albany (as it always is) June 27, 28, and 29. This gathering is for New York colleges and academies—also high schools having college preparatory departments. Among other subjects are these: "The Present Trend in Pedagogy," "Personality of the Teacher as An Educative Force," "Are College Methods Justified by their Results?" We note that the Convention in the first has taken up a subject the state association might properly discuss; and it draws heavily on the public school interest; seven of the normal schools, several superintendents and high school principals are among the speakers. It looks as if the state association had been absorbed.

The New York State Teachers' association meets at Syracuse this year July 1, 2, 3. The plan of meeting at Saratoga has been given up for the present. It is hoped the attendance will be more encouraging than in past years; interesting papers will be presented.

Mr. C. W. Bardeen proposes to start a party from Syracuse (after the close of the state association) for Denver, to attend the N. E. A. The idea is an excellent one; and it will be a most convenient arrangement; the rates too, are very low, meals, berths, etc., included; write him for circular.

Every now and then some clergyman will get his name into the newspapers by denouncing the public school system as "a heartless, irreligious machine." One managed to stir up the Protestant Episcopal diocesan convention held at St. Louis with this cry and spoke in favor of the general establishment of parochial schools. If THE JOURNAL is not mistaken there is not a single Episcopal parochial school in the state of Missouri. The wonder is that every attack of the kind made at St. Louis should agitate the people. The public school will stay, all barkings of its enemies notwithstanding.

Supt. J. G. Edgerly has been re-elected for the twenty-first term at a salary of \$2,700. It would be a great deal pleasanter to be able to state that in recognition of his excellent services he was appointed for life. When will school boards get over the antiquated plan of appointing for a limited term only educators who have demonstrated their fitness and devotion? The example of Cleveland, Utica, and other progressive towns should be followed.

On page 645 THE JOURNAL presents a view of the William H. Lincoln school, of Brookline, Mass. The manual training school connected with it was shown in THE JOURNAL, May 18.

The two views of Brookline, Mass., represent the William H. Lincoln school and the manual training school. These two buildings are connected and are under one management. In the former is a large grammar school with 500 pupils, and in the latter a manual training high school is being built up. The Lincoln school is named for Mr. Wm. H. Lincoln, the president of the board of education, whose portrait recently appeared in THE JOURNAL. It is through Mr. Lincoln's generosity that Brookline has taken such a lead in school-room decoration.

Here is a fine illustration of wit from Phoebe Cary; the high school teacher can give to his class. She had been making so much fun that Mr. Greeley remarked, "We shall have to put a curb on you." "No, no," she replied, "Let it be a bridle" (bridal).

### School Board Reorganization.

The Chicago Times, June 2, printed an excellent editorial on the urgent need of reorganizing the school department of that city. It is refreshing to read so strong an endorsement of the plan proposed by THE JOURNAL. A board composed of public spirited citizens of good business ability should look after the financial affairs and a board of professionally trained district superintendents, together with the chief superintendent should have control of all the inner affairs of the schools. The Times writes:

"The time has come when the professional direction of the schools should be detached from the business administration of school property and affairs.

"The enrollment of pupils in Chicago public schools will be 200,000 before another year shall have passed. The number of teachers will exceed 5,000. It is now 4,270. The monthly pay roll exceeds \$400,000. The total annual expenditures approximate \$8,000,000. It is against common sense to expect one man to possess at once the pedagogic and the business qualifications required for so immense a conglomeration of abstract and concrete concerns as this.

"As to the property of the board of education, it constitutes of itself a vast estate, real and personal, for whose wise safeguarding the highest business talent is demanded. It is not reasonable to expect that members of the board of education, receiving no salary, and all of them having individual affairs to look after, shall give to this public estate the attention it requires. Nor is it possible, on the other hand, for a superintendent, whose time should be devoted to professional engagements, to turn aside from that to look after buildings, grounds, insurance, leases, interest, and the other details of a business with which he should have nothing to do. If he be a schoolmaster fitted for schoolmastering, he is sure to be either unable or unfit to attend to anything else.

"Signs are multiplying that reorganization of the school board cannot safely be much longer deferred. The bane of political influence is too visible in the present conduct of the board. Without being open to imputation of either wilful neglect or corruption, the board has recently shown that political influence may attempt to foist upon it for a school building a piece of property abutting on railroad tracks.

"Mayor Swift is properly of opinion that the board of education should be a business board, and that the professional direction of the schools should be in professional hands. That this is the correct view there cannot be the slightest doubt."

Bravo! This editorial has the right ring. Now what will New York city do?

### Closing Examinations.

Several newspapers are discussing school examinations. The general opinion seems to be that if examinations are at all necessary they should not take place at this season when the summer heat makes them doubly trying. The best of the many editorials on this subject which have come to THE JOURNAL'S notice is that in the Detroit Free Press of June 4:

"Cannot the system of which this country is so justly proud be so altered that the strain and anxiety of school examinations shall not come just as the trying heat of summer begins? There can be no defense of a policy that crowds so many responsibilities and probationary trials into a heated term when the well-seasoned adult mind becomes as nearly dormant as considerations for the safety of life and property will permit. It is a serious question whether either teachers or pupils should be subjected to the drudgery of school life when the chief end of present existence with the rest of the world, is to find protecting shade and cooling breezes. It is

sheer cruelty to overtax the mental as well as the physical powers of children under such circumstances, and it is wanton torture to impose the most difficult burdens of the year. It is impossible to overvalue the possession of a good education, but if the search for it leads to an early death, to health permanently impaired, to shattered nerves or permanent mental disabilities, the price paid is entirely too high. Give the teachers and the children a chance. Give them their hardest work when it can be best endured and pursue that sensible course which will insure us a sturdy as well as an intelligent citizenship. The doctors and the undertakers have too big a share in the results of our present educational methods."

Why not abolish these inquisitions altogether? What is their object? Certainly not to determine the educational standing of the pupil. This can only be done by a careful observation and recording of the pupil's progress in the daily class-room work. But THE JOURNAL'S views on term examinations are too well known. It is encouraging to see the leading newspapers gradually coming around to the idea so frequently stated in these columns.

### The Teachers' Rest.

At Tomkins Cove, Rockland county, it has been the aim of an association of ladies to provide for tired teachers a summer home that is not only comfortable in all its appointments, but more refined and tasteful than ordinary boarding houses; while it is at the same time cheaper, and where cultivated people who need rest, quiet, and congenial society may find them all and at rates which they can easily afford. The house will open June 15. The Rest was opened in 1876, in memory of the Rev. J. A. Vaughan, of Philadelphia, as a refuge for invalid teachers.

During this first summer an organization known as the Teachers' League was formed, and a sum to aid in the extra expenses of the house was raised. In 1878 a much desired addition was made; a little later the rest became an incorporated institution. A pretty cottage annex was in 1885 raised one story. Miss M. Louise Comstock, of New York, left a legacy to the house; and in 1892 an addition was made and is now known as the Comstock Cottage; in the following summer more land was purchased between the house and the river. The house has now accommodations for over twenty guests, and prices for board are fixed at from \$4 to \$4.50 a week; but in cases where circumstances require it, teachers are received at much lower rates, or are often, by arrangement known only to the managers, taken for a limited time as guests. Applications for rooms must be accompanied by good references, and must state whether the applicant is a teacher, or has been one, the date on which the room is wanted and for how long.

### Binghamton's Teachers' Association.

In response to a feeling on the part of some of the grammar school principals, that an organization for mutual improvement would be of benefit to the schools, a meeting was held in the high school Nov. 2, 1894, and an association organized by electing the following officers: President, Principal E. G. Lantman, of school No. 4; first vice-president, Miss Fannie Webster, of the high school; second vice-president, Miss Grace Seymour, of school No. 10; third vice-president, Principal H. L. Fowler, of school No. 4; corresponding secretary, Mrs. E. R. Whitney, of the high school; recording secretary and treasurer, Miss Ella Follett, principal of primary school No. 9.

An executive committee consisting of the president, two secretaries, and Principal Albert Leonard, of the high school, Principal C. H. Norton, of school No. 10, Principal H. J. Jones, of school No. 5, and Miss Nellie Allen, of the Washington street grammar school, was appointed.

The first regular meeting was held in the high school building, Saturday, Jan. 19, 1895. The main assembly room on the third floor was completely filled with teachers and patrons of the schools. The interest manifested by the very best class of citizens was very gratifying to those who had worked to secure the organization.

The following program was carried out:

Devotional exercises, Rev. John H. Race.

Address of welcome, J. E. Rogers, president of board of education.

The address was a good one. Teachers were encouraged to organize for mutual improvement and advancement in the profession. The association was welcomed in behalf of the board as an indication of a desire to improve the schools.

"How to Keep Alive," by Miss Anna K. Eggleston.

"Geography Teaching," by Miss Anna Stone, of School No. 4.

"Training for Citizenship," by Prof. J. W. Jenks, of Cornell.

"The Essentials of Success in Teaching," by Prof. A. S. Downing, of Palmyra.

The addresses were all well delivered and all very highly appreciated by the teachers.

The second regular meeting was held April 20, 1895, at the same place, and a good meeting was enjoyed. The success of this second meeting was so marked that it insures a good rousing association.

Much of the enthusiasm in educational work is due to the zeal and devotion of Principal Albert Leonard, of the high school.





WILLIAM H. LINCOLN SCHOOL, BROOKLINE, MASS.

### St. Lawrence University.

Dr. Walter B. Gunnison, principal of grammar school No. 19 in Brooklyn has been elected unanimously to the presidency of this important institution. In *THE JOURNAL* of May 18 some account was given of Dr. Gunnison and an admirable portrait. This election recognizes him as far more than the typical ordinary school principal, evidently; the trustees of St. Lawrence university felt his fitness for the high position. He is one of the few principals in our city who are qualified to step from the charge of a grammar school to that of an university. We predict that Dr. Gunnison is to be a distinct and influential factor in the pedagogic field whether he accepts this appointment or not. He has exerted an influence in Brooklyn far wider than is the general lot of the usual principal; this has not come about by accident nor has the appointment as president; he has fitness to be of benefit to the world and it is recognized.

### Michigan.

The forty-sixth anniversary of the founding of the state normal school at Ypsilanti took place March 28. Speeches were made by Governor Rich, Principal Boone, Profs. Putnam and Bellows. The state is justly proud of this school. Prof. Sill, for many years the principal, is now United States minister in Corea. (Well does the editor remember his old co-laborers, Pres. Welch and Prof. Sill in institute work thirty-five years ago. Often it was three in a bed in the little towns of Michigan in those days. But the harvest was white. What a grand worker then was State Supt. J. M. Gregory, afterward the predecessor of Judge Draper at Champlain.)

### California.

The bonds have been sold for the establishment of the state normal school at Dillon, and the state board propose to have the building erected at once. It may be opened in temporary buildings this fall. The educational interests of this state depend on institutions for the special training of teachers. There is a new law raising the standard for teachers' certificates; it certainly will create an imperative demand for special and professional instruction.

### Brooklyn.

#### THE NEW HIGH SCHOOL PRINCIPAL.

The long controversy over the principalship of the Boys' high school in Brooklyn is settled at last. The choice fell upon Dr. John Mickleborough, principal of grammar school No. 9 of that

city. There were about twenty-five candidates for the position one-half of whom were Brooklyn men and the other candidates, were prominent educators from Boston as far west as Kansas. The salary of \$5,000 per annum was in itself a sufficient inducement to attract the best talent of the country.

Dr. Mickleborough came to Brooklyn ten years ago and became principal of one of the best grammar schools in that city. He has fifty-nine assistant teachers and nearly 3,000 children under his care as a grammar school principal. His present salary is \$3,000 per annum. In the Boys' high school he will be assisted by thirty professors, and the school has about 1,000 young men.

Before coming to Brooklyn the principal-elect had charge of the Cincinnati normal school. His education and early training were well directed to fit him for his profession from which he has never stepped aside for any other vocation. In Ohio the Doctor was well-known as a lecturer in teachers' institutes. Since he lived in Brooklyn he has filled two engagements during his vacations to lecture at institutes in the West. He has been an active worker in the Brooklyn institute of arts and sciences. From the organization of the zoological department of the institute he has been the president. The large and valuable collection belonging to his department is a monument to his industry.

He is a graduate of Ohio Wesleyan university at Delaware, Ohio. For several years he has devoted much of his leisure to the study of nature. He has excellent collections in geology, zoology, botany, and mineralogy. These collections, together with his library in science, will be placed in the high school for the use of the professors and students in these departments. For original work in geology he received in 1883 the degree of Ph. D. from De Pauw university in Indiana. He is a good classical scholar, having studied for four years under Prof. Wilson, a graduate of Trinity college, Dublin. His father was a farmer and his first school was a small frame country school by the roadside.

### New York City.

Many parents have signed a petition to the board of education asking for the closing of the public schools on the first of June. The recent hot weather has made a few of the teachers wish that the board could be persuaded to reduce the school year. But it is not a question of weather that must decide in this matter. The principal question is, What is best for the children's health—not only physical, but moral and intellectual health? It is unwise to think of closing school for fourteen weeks. There are plenty of means of avoiding excessive nervous strain on hot days. The school commissioners should stand firm in refusing to lengthen the summer vacation. Let them adopt the rule that as soon as the thermometer rises above say ninety degrees the schools be closed for the day.



## Letters.

### WHAT IS THE UNIT OF LANGUAGE?

City teachers, now-a-days, are greatly diverted when they hear of a country school, way back in some rural district far from a railroad, in which children are taught to read and spell on the ancient plan of calling the names of letters; b-a—ba, b e—be, b-i—bi, etc., running the consonent letters from B to Z with the vowels following; and then the same consonants with the vowel preceding; a-b—ab, e-b—eb, and so on to a-z—az, i-z—iz, ending at u-z—uz, when the name of the land where dwelt the patient Job is struck. Such syllabating is now gone out of fashion. It is denounced as senseless, as imparting no real knowledge. To-day the child must begin learning to read with an idea—a complete sentence. It is claimed that a word is learned by the child as easily as a letter, and that several words, if they convey a thought, can be learned in little more time than one. So, for many years, the word-sentence method has been in vogue in most schools. The word is thus made the unit of language. It is so in Chinese. In that language a number of marks in various directions, perpendicular, horizontal, and criss-cross, stand for a word or idea. We place successive letters, as o-n-e, and tell the child to say "wun;" or we place the letters e-y-e together and tell it to say "I." Has not the English word-method much in common with the Chinese? But are not *sounds* and *letters* the real units of our language?

And how about spelling, which has this quality in common with music, that the study of it is never finished? A din of complaints is arising from business men who employ amanuenses, to the effect that girls and young men, claiming to have graduated from the public schools, cannot reproduce the matter dictated to them without numerous errors in the spelling of proper names and even of common words. It may be that one reason for so much failure in spelling is the fact that young people at school have so many more studies now, than when "reading, writing, and 'rithmetic" comprehended the all of school learning. Yet I doubt whether people generally *do* spell worse than the generation of fifty or more years ago. At that time comparatively few persons did much writing; and a person's inability to agree with the dictionary appears only when he or she writes in script or on a typewriter. Now, the machine shows up errors in orthography much plainer than the pen does. One can slur, and omit dots, or put them in between letters, and write i's, r's, and v's much alike, and m's, n's, and u's with no difference, so that each word is read as a whole and guessed at according to the sense required. In this case the spelling is little noticed. But the typewriting machine reveals each letter with no possibility of delusion; and the typist who is an imperfect speller has no redress but to spend part of his or her time consulting the ever-present dictionary. As education advances and it becomes necessary for every one to write or type-frequently, our irrational and never-to-learned orthography may be found so great a burden that a simplified and rational mode of spelling will be demanded for general use. Then, millions of money now yearly expended in time, material, and labor, with oceans of mental worry added, will be saved to the English-speaking peoples.

Persons interested in this subject should send a card addressed to the Bureau of Education, Washington, D. C., asking for the pamphlet "Circular of Information No. 8, 1893;" of course signing their name and address. The pamphlet will be sent free.

ELIZA B. BURNZ.

### RULERS OF ENGLAND.

The following device has been found very helpful in teaching English history: Write on the board a list of the rulers in two vertical columns, beginning with William the Conqueror. The teacher and class will readily observe that conquerer ends in r and Red begins with the same letter. The next king is Henry the First, the last two letters of the first being the first two of Stephen, the next king. Again follows a Henry, the last two letters suggesting the two following kings, Richard and John. Then another Henry who is the third, suggesting the fact that three Edwards come next.

The order of kings is now easy to commit because there are three Edwards and three Henrys with a Richard between; two Edwards and two Henrys with a Richard between; and, lastly a single Edward.

Next come Mary and Elizabeth, the two queens.

The Stuarts may be easily learned because they come in reverse order:

James.  
Charles.  
Commonwealth.  
Charles.  
James.

Note that the three C's come together and the order cannot be forgotten. William and Mary are the next rulers, followed by

Ann, Mary suggesting Ann. Then the four Georges, William, and Victoria.

Go over this once with the class and then erase the work and require it to be reproduced by each member immediately. This should be repeated at intervals, as Repetition is the "father, yes, and the mother, too," of Memory.

A. T. SEYMOUR.

Mt. Vernon, N. Y.

### WHOSE FAULT WAS IT?

In a country school in northern Ohio during the winter of '92 and '3, there was no end to the disorder and confusion prevailing. Some gave one reason and some another, but perhaps the best explanation of the state of affairs could be given in the teacher's own words, written at random by one of the boys, who "took notes" for his own amusement.

The notes were not taken for publication of course, but they are given here *verbatim*, hoping they may help some young teacher to steer clear of such shoals.

"We have too much whispering, and it is among the larger scholars; whisper a little more softly."

"Girls, you are too noisy!"

"Stand up in the class, Jenny."

"Turn around that way, Mary."

"Karl, get your slate out."

"Johnny that is enough of that now."

"Have it quiet at the board."

"Too much loud whispering. We must have it quiet!"

"Turn around there and get your lesson."

"Now we must have it quiet; it is useless to have all this noise in the school-room."

"Sit down there, George."

"Let's have the attention of the class."

"See here boys! we have enough whispering now."

"Jake and Andy let's have it quiet."

"Now let's have it quiet, it's getting too noisy."

"Let's have it quiet, boys."

"We have too much noise, let's have it quiet."

"Karl, make those letters."

"James, let's have it quiet."

"We have too much whispering; each one get to your own lessons."

"If you have no respect for me have a little for yourselves."

All the above corrections took place inside of a few hours, and that was the last term that teacher tried to teach.

We will let the reader draw his own moral.

Orville, O.

C. K. HOSTETTER.

### BOARDS OF EDUCATION.

Are we, who have expended time, labor, and money to prepare ourselves for the calling of teachers, to be subordinate to such as are, as a rule placed in the position of trustee,—men who have no education; men who have never given the subject of education more than a passing thought; men often who have no children of their own to educate; men who cannot fill out a notice for a school meeting, without having it contain such gross errors that it's a disgrace to the cause of education to have tacked on the school building, men who object to every measure for the interest of the schools which may cost the township a few dollars? You are discussing a good question.

*Editor of THE SCHOOL JOURNAL:*—Permit an old subscriber to add a few words in advocacy of the idea of military drill in the schools. It is an attempt to encourage an ability to defend his country and its flag.

For many years, many institutions of learning have approved the idea of military drill among the boys; the boys of to-day, the man of to-morrow. We need a national guard and this will give us one with little trouble; with a superficial knowledge of military exercises, they can easily be turned into soldiers, should we need them. Hazing, base-ball, foot-ball, by college boys have been criticised by the press during the past few years. Military exercises will be found an admirable substitute. Since physical training has already won its way to recognition as a necessary part of a sound education we may believe that military drill can be assimilated with the present school system and aid in that physical discipline so essential.

J. H. THIRY.

Long Island City.

## Questions and Answers.

Please inform me where and how I can best secure information in regard to raising the standard of the profession of teaching. I have been reading THE JOURNAL with profit, but desire to know what is being done to reach this end, and where and how. I am in favor of vigorous measures. I desire information so we may discuss plans for the accomplishment of the same in this locality.

ZAC. T. MEIXEL.

Hummelstown, Pa.

There are three measures open for the principal or superintendent to raise the standard of teaching. Some take one, some all of them. (1) To begin, a three or four years course of study in pedagogics—the principal acts as principal of the normal school he thus establishes; meetings are held weekly; monthly meetings are held at which addresses are made on pedagogical subjects, with essays by the members. The best text-book is EDUCATIONAL FOUNDATIONS.

2. He may get the school board to appoint none but professional teachers—graduates of normal schools—holders of life-certificates. But these should meet too for pedagogical study. This plan is not so feasible, for school boards will appoint local applicants.

3. The formation of an educational association in the town which will furnish the means of advancing teachers; it will have classes in pedagogics; the principal will be selected to give in-

struction. In this case the principal has some one behind him, which is essential for many.

(a) The principal should enter on a course of study himself; he will then say "come," and not "go." He may take a course by writing to the School of Pedagogy, N. Y. city.

(b) The teachers being some of the third, some of the second, some of the first grades should be set to enlarge their informational attainments. Lessons in geography, grammar, history, etc., should be laid out, and at the end of a year the holders of third grade licenses should be examined, and advanced to the second grade, etc.

(c) It is most important that the community be interested in this excellent work. If there is a local paper the matter should be discussed in that and advancement urged. The formation of an association is almost indispensable; the clergyman can be got to address it; but vague and prolix discourses must be headed off. Don't let a man go on if he says he will speak on the "Importance of Education." Tell him that is conceded, and it is an insult to an audience to be argued with, as if they denied it. Ask for lectures on How to Teach Morals, Hand Training, and Head Training, etc.

The great advantage arising from the association is that teachers too lazy or ossified to labor for progress are forced along by a tide of public opinion; if it gets "into the air" that the teachers are trying to learn more about their work, the most inveterate old fogey will attend. It can be made fashionable to have educational discussions.

(d) Beware of going beyond the depth of your young women teachers—the girls who know a little arithmetic, geography, etc., and have got a third grade license, and believe they know enough and have got enough to last them during their natural lives. This number is enormous. If you plunge them into psychology you will discourage and lose them—or rather they will hate you and psychology.

Such is human nature; they ought to love you, but they won't. Many a superintendent has made enemies of all the new appointees by putting too difficult subjects before them.

(e) The FOUNDATIONS, with the small supplementary books, can be mastered with some ease, and hence they are recommended. Try to have every teacher get a little set of four "Pedagogical Shelves;" each shelf to have four divisions. History, Principles, Methods, and Civics, and then encourage them to buy and read.

(f) But the whole will turn, after all, on the principal; he must be as skilful with this class as any primary teacher is with hers. He must not be long and prosy; deep and mystical; but bright, fanciful, and clear. He must question on the subjects assigned quickly; "draw out" his class; never stand in the way; show how it applies in teaching; always encourage. The field is a comparatively new one; not all succeed as they wish; many are arousing a feeling that will last until 1950.

Would you detain a pupil after school? I judge from articles in THE JOURNAL that it is opposed to the practice. I find I cannot get along without it.

E. G. PATTEN.

There are three stages of staying after school: (1) When the pupil wants to study further or get further information from the teacher. (2) When the teacher wants to advise and counsel the pupil. (3) When the pupil must make up for unrecited lessons or for misconduct. The first two are allowable; to the latter there are objections. Is the teacher obliged to take her time after school to drilling a lazy pupil? It has again and again been shown that pupils fall into the habit of not learning their lessons because they know a teacher will keep them in—they come to like it, strange as it may seem. Then as to keeping in for whispering, etc., there are serious objections to that. It should be used as a reward rather than a punishment. It may not be easy to apply this principle, but it is the right one. It is far better to say, "All who wish to speak with me may remain for a few moments," than, "All who have whispered must stay." Some keep in for five minutes all who have come five minutes late. It will not cure the habit. The practice of the minister is the right one; he does not keep in those who have been inattentive to his sermon or who have gone to sleep; he stays and shakes hands with all who want to see him. The practice of dismissing five minutes before the hour all who come punctually, and then the unpunctual at the exact moment is not a bad one.

One of my boys refused to go on the floor when I told him. I recalled the advice of THE JOURNAL to keep my hands off the pupils, but I do not see what I can do. He has disobeyed me and I fear will hold me in contempt, and injure my authority.

Williamsburg.

M. R. T.

Suppose it had been a large boy; one a foot taller, and weighing 100 pounds more, would you haul him out? The same rule applies to both; don't pitch on the small boy. If it is a kindergarten child you could ask him to stand on the floor and pleasantly aid him; he must feel that it is aid and not force.

(1) You informed A that you wanted him to stand on the floor; he refused. (2) You tell A that obedience is indispensable. (3) If

needful tell A that the others are perfectly willing to come on the floor, and proceed to demonstrate this by calling on larger ones. (4) You tell A that if you called at his house and he should prefer that you take a certain chair you would obey him. (5) That you think he would not want to be the only one who would refuse to do as you request. (6) You add that the pupils who make a success in school are the obedient ones.

All this should be said without anger, with kindness, and as effectively as possible. If it fails you can afford to wait; if you have stated your case rightly the other pupils and A will feel that he is the one that is hurt by disobedience. It is not a bad plan to wait; you have not always instantly obeyed commands; there was one once who refused and "afterwards repented and went." What you will do if he does not repent will display your skill and knowledge of pupil nature. There should be character building going on in your school so that the repenting habit is encouraged. All this will give you the opportunity to study yourself.

How shall I cure the noise in my school-room? In spite of all I do and say it is a noisy place. I get pretty good results, but there is too much noise. If I do nothing, keep watching the pupils, rap on the desk when a pupil makes any noise I can keep it still; but I must teach. Please make suggestions.

R. F. F.

Minx.

There are men and women who are admirable teachers but who fail to keep order; as far as we can discover the fault is in the teacher. (1) Keep an eye on your pupils as you teach and stop hearing the lesson until order is resumed. (2) Do not speak too loud yourself. (3) If you have a very bad school never turn your back to it. (4) Sometimes one or two pupils are the cause of the noise; if so do not throw it on the rest. Take them by themselves and endeavor to interest them in your efforts for quietness. (5) Don't pound, thump, and make a noise to stop the noise. Finally wait until there is order before you start off your class work. (6) Invoke the aid of your pupils. Here will be the need of patience and tact; not long talks, but pleasant ones. "Let us try to have it quiet in our school to-day" will help the feeling needed. Speak encouragingly—when they have done well.

I am a teacher of a country school comprised of grades from one to six inclusive. Every Friday afternoon my scholar form themselves into a debating society for an hour. I choose the subject for debate. Please give me some subjects suitable for these grades.

A. B. T.

New Brunswick.

A capital practice; thank you for writing. Good subjects are, Country Life or City Life, The Pen or the Sword, Washington or Napoleon, Was Alexander Really Great? Civilization or a State of Nature.

In carrying on these debates this plan is suggested. All being in order the teacher announces, "The school suspends." A pupil raps on his desk and says, "I call the meeting to order; I nominate — as chairman (some one seconds this). The motion is made and seconded that — be chairman of the meeting. All in favor of this say aye; the ayes have it; — will take the chair."

The chairman ascends the platform (the teacher having left it) and asks, "Who will you select for secretary? (— is named). All in favor of — will please say aye; the ayes have it."

The secretary takes his place on the platform and the chairman then says, "What is the object of this meeting?" or "I understand the object of this meeting is to debate this question." If he uses the former some pupil announces a subject (previously selected) and says he thinks so and so, usually briefly, and then says: "I shall be glad to have the views of others." Others state their views.

When it is done the chairman asks, "Are there others who wish to speak? If not the debate will be considered closed." (At this point he may give his opinion as to the debate, as to the strong points, etc. Some choose a jury of three to report which side has spoken the best and at this point the chairman calls on them.) Some one says, "I move we adjourn." The chairman says, "All in favor of adjourning will say aye; the ayes have it; we are adjourned."

The teacher steps to the desk and says, "The school resumes."

The formula should be drilled over until the organization of a meeting is well understood. The practice is always very interesting.

Please explain the y in Milton's line "In heaven yclept Euphrosyne."

Long Island City.

E. BAXTER.

The old form of the pronoun second person plural was *ge*. This *ge* appears as *y* in Spenser, and in this line. The *ge* was used before past participles; and in dialect appears as *a*, as in "I've a-done the wrong."

No words of praise could express the gratitude I have for THE SCHOOL JOURNAL. It has been and is still a constant help. The atmosphere of the whole paper is professional.

Maynard, Mass.

SARA G. SMITH.



I have fifty-eight pupils enrolled, all of whom are in the third grade, we claim to have a graded system but the primary work is very poorly done. Then we have the worst element in the city—the slums and back alleys fill up our schools; we have to teach all the studies that belong to the modern school systems; we must govern by moral suasion—which in our school means that nothing is done with an unruly boy until he has violated every law human and divine; then he is suspended for a day to return more intractable than ever. Our curriculum is too full; we fail because we attempt too much.

Your class is nearly twice as large as it should be. Systems that crowd classes in this way always make the further mistake of putting cheap teachers into primary classes. It would be a thousand wonders if the primary work that feeds your grade were well done. Why do you not lead a crusade against the monstrous conditions that prevent your doing effective work with your pupils? We have substituted other initials for yours, but it is reluctantly done. Teachers who know good conditions from bad should be brave and speak out against that fatal organization of schools that gives them the worst. What is the difference between you and the cheap teachers below you, if you say nothing but meekly take your salary? Teachers must learn to be public opinion makers. No improvement in social conditions ever occurs without agitation. Stir up your fellow teachers in opposition to the absurdity of putting incompetency at the base of your system and giving the most wholesale treatment to the little children, who need to be most carefully led. The superstition, that primary work is mechanical, that the alphabet and tables can be learned in concert under a monitor and that is about all there is of it, will not die out of its own accord. It must be driven out. Who is to do the driving, if not the intermediate and grammar teachers who realize the ineffectiveness of the work that is done by novices below them? The teachers in your town should join in insisting on an increase in primary salaries sufficient to attract the best teaching talent into those grades. Once a set of live teachers found themselves at work in over-crowded class-rooms and under an artificial curriculum, they would organize for further reforms. The trouble with the demands made upon you is not that they are excessive, but that they are inharmonious. You are not required to do too much, but to do it in the wrong way. Over-organization has disorganized your work. What should be taught together is hopelessly separated, and it is safe to surmise that your teaching begins instead of ending with formulas. Show the people that this is wrong. Use your educational papers to back your arguments. Many teachers are using *THE JOURNAL* in missionary work of this sort.

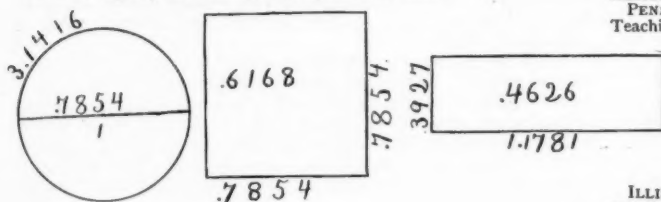
A question has come up here that I submit to you. Whether a circle twenty-four inches round and one inch deep will hold as much as a square six inches on a side and one inch deep?

Peterson.

E. A. FORMAN.

The capacities do not vary with the perimeters or the bounding lines. The capacities are not equal when it is the same distance round and the same height. Take a circle one foot in diameter; its area is .7854, and its capacity an inch deep the same. The bounding line is 3.1416; divide this by four and you get .7854 as one side of a square having the same bounding line as the circle. The capacity of the square one inch deep is .6168. Now take this same bounding line and construct a rectangle, each of the two short sides being .3927, and the long ones 1.1781. This one inch deep will hold .4626. From this we discover that of volumes having the same bounding line the circle holds the most, the square the next, the rectangle the least—this last lessening as the sides vary in inequality. Hence a cistern cylindrical in form will hold more than a square one, and the latter more than one where the two sides are unequal.

In these figures the distance round is the same:



Is it right to say, "He has got beaten"? Is it not better to say, "He has been beaten"? Waterford.

T. E. ELLIS.

There are plenty of writers who use *get* and *got*, and as they are considered standard their usage will control ours. De Quincey says, "He had got himself transferred." Emerson says, "Because they have got the taste." Thackeray says, "What have men of letters got in our time?"

#### Sickness Among Children.

is prevalent at all seasons of the year, but can be avoided largely when they are properly cared for. *Infant Health* is the title of a valuable pamphlet accessible to all who will send address to the New York Condensed Milk Co., New York City.

A woman's duty lies first in the path that leads to health. Hood's Sarsaparilla is the leader.

## Summer Schools.

### NEW ENGLAND STATES.

MASSACHUSETTS.—Martha's Vineyard Summer School at Cottage City, beginning July 8, continuing five weeks. Dr. W. A. Mowry, Hyde Park, Mass., President.

Harvard University Summer School, beginning July 5. Address M. Chamberlain, Harvard University, Cambridge, Mass., Clerk of committee.

The National Summer School of Boston, at Sleeper Hall, the New England Conservatory of Music. Address G. E. Nichols, manager, 13 Tremont Place, Boston.

Forty-fourth meeting of the American Association for the Advancement of Science, at Springfield, Mass. Aug. 28 to Sept. 7, 1895.

Summer School at Nantucket for boys who wish to make up work or make up conditions. F. P. Johnson, 578 Fifth Avenue, New York City.

The Sauveur College of Languages and the Amherst Summer School at Amherst College, Amherst, Mass. Begins July 1, continuing six weeks. L. Sauveur, Ph.D., LL.D., Pres't, W. L. Montague, M.A., Ph.D., Director and Manager.

Plymouth School of Applied Ethics, at Plymouth, Mass. Five weeks, beginning July 8.

Massachusetts Institute of Technology. Summer courses during June and July. Address H. W. Tyler, secretary.

Clark University Summer School at Worcester, Mass. July 15-27.

The H. E. Holt Normal Institute of Vocal Harmony at Tufts College, Mass. July 30-Aug. 21. Address Mrs. H. E. Holt, Sec'y, Lexington, Mass.

American Association for the Advancement of Science at Springfield, Mass. Aug. 28-31.

Amherst Summer School, July 1-Aug. 9. Amherst, Mass. Prof. W. L. Montague.

Emerson College of Oratory Summer School. July 8-Aug. 5. Martha's Vineyard. C. W. Emerson.

CONNECTICUT.—Connecticut Summer School for Teachers at Norwich, July 8-26. Address Chas. D. Hine, Hartford, Sec'y.

RHODE ISLAND.—American Institute of Normal Methods. Eastern session at Providence, R. I., July 16-Aug. Address Albert A. Silver, 110 Bolyston st., Boston, Mass.

VERMONT.—Summer School of Languages, Rutland, July 8-Aug. 2. August Knoflach, Pd. D., 75 E. 61st St., N. Y. City.

Summer School, July 8-22, Morrisville, Vt.

Summer School, Barton, Vt., July 8-22.

Summer School, Bethel, Vt., July 28-Aug. 12.

Summer School, Brandon, Vt., July 28-Aug. 12.

Summer School, Essex Junction, Vt., July 28-Aug. 12.

MAINE.—Summer Course in Science, Bowdoin college, Brunswick, Me. July 9-Aug. 13. F. C. Robinson.

NEW HAMPSHIRE.—Summer School of Methods at Plymouth. Aug. 19-31.

### MIDDLE ATLANTIC STATES.

NEW YORK.—The Mid-Summer School at Oswego, N. Y., July 15-Aug. 2. Address Geo. R. Winslow, Binghamton, N. Y.

University of the City of New York. Summer courses will be given in a new building of the undergraduate college at University Heights, New York City, beginning July 9-Aug. 17. (Mathematics, physics, chemistry, biology, experimental psychology, theory and practice of teaching.) Henry M. McCracken, LL.D., Chancellor, L. J. Tompkins, Registrar.

The National Summer School at Glens Falls, N. Y. Three weeks. Beginning Tuesday, July 16, 1895. Sherman Williams, Manager.

Cornell University Summer School, at Ithaca, N. Y. July 8-August 16. Professor Charles E. Bennett, Cornell University, Chairman of Executive Committee.

School of Languages at Point o' Woods, Long Island.

Long Island Chautauqua at Point o' Woods. Teachers' Retreat, July 4-Sept. 1. Rev. A. E. Colton, Patchogue.

Moer's Summer School at Moer's, N. Y. July 22-Aug. 16. Address Fred. E. Duffey, Moer's, N. Y.

Catholic Summer School of America, near Plattsburg, N. Y. July 6-Aug. 19.

Chautauqua Summer Schools, at Chautauqua. July 6-Aug. 16. W. A. Duncan, Syracuse, N. Y.

Cayuga Lake Summer School of Methods at Ithaca, N. Y. Begins July 16. Mr. F. D. Boynton.

Central New York Summer School at Tully Lake, July 16-Aug. 2. J. A. Bassett, Richfield Springs, N. Y.

NEW JERSEY.—The Berlitz School of Languages at Asbury Park, N. J. Address 1122 Broadway, New York City.

PENNSYLVANIA.—American Society for the Extension of University Teaching. Summer Course of lectures at University of Pennsylvania, Philadelphia, July 1-26. Edward T. Devine, 111 S. 15th St., Philadelphia.

Conneaut Lake Summer School of Pedagogy at Exposition Park begins July 8.

Kent County School of Methods in the Public School Building, Dover, Del. Five weeks. Beginning Monday, July 1. C. C. Tindal, manager.

### CENTRAL STATES.

ILLINOIS.—Cook County Normal Summer School, Chicago, (Englewood), Ill. Three weeks, July 15-Aug. 3. Wilber S. Jackman, manager, 6916 Perry avenue, Chicago.

Prang Summer School at Manual Training School, Chicago. Three weeks, begins July 29. Address Prang Educational Company, 151 Wabash avenue, Chicago.

Chicago Kindergarten College Summer School of Pedagogy, July 15-Aug. 10. Miss Elizabeth Harrison, principal.

School of Social Science, Chicago, Ill. Aug. 22-29.

American Institute of Normal Methods: Western session at Highland park, Ill., Aug. 6-23. Address A. W. Hobson, business manager, 262 Wabash ave., Chicago. Eastern session at Providence, R. I., July 16-Aug. 2. Address Albert A. Silver, 110 Bolyston st., Boston, Mass.

Berlitz Summer School of Languages, Chicago, Ill. Address 1122 Broadway, New York.

Summer School, University of Illinois, Champaign, June 17-July 15. David Kinley, Urbana, Ill.

Illinois State Normal University at Normal, May 27-June 14. Dr. John W. Cook Summer School of Greer College at Hoopesstown, June 11-Aug. 3. Simeon W. Dixon.

Summer Session of the Columbia School of Oratory and Physical Culture at Chicago, July 2-27. Mary A. Blood, 17 Van Buren St., Chicago.



Summer School of Elocution at Soper School of Oratory, Chicago. Begins July 1.

IOWA.—Des Moines Summer School of Methods, July 9-Aug. 2. W. A. Crustinberry, manager. Drake University, Des Moines, Iowa.  
Summer Latin School, Drake University. Nine weeks devoted exclusively to Latin. June 24-Aug. 23. C. O. Denny, Drake University, Des Moines, Iowa.

Summer School of Western Normal College, Shenandoah, Iowa, June 11-Aug. 1. J. M. Hussey, Pres.

Summer Training School for Teachers at Des Moines. Begins June 18. Elizabeth K. Matthews.

WISCONSIN.—Summer School, University of Wisconsin at Madison, July 9-Aug. 3. Prof. J. W. Stearns.

Turner School for Physical Training at Milwaukee, Wis., July 1-Aug. 10. Prof. Carl Betz, Kansas City, Mo.

July 8-Aug. 16.—Polk County Teachers' Summer School at St. Croix Falls, Wis. Address Paul Vandereike, St. Croix Falls, Wis.

Wisconsin County Summer Schools, at De Pere, Ahnapee, Chippewa Falls, Arcadia, Merrill, Ellsworth, Appleton.

July 14-Aug. 4.—Columbian Catholic Summer School, Madison, Wis. Dr. E. McLaughlin, Fond du Lac, Wis., secretary.

KANSAS.—Topeka Summer Institute, June 3-July 1, and July 20. Address W. M. Davidson, Topeka, Kans.

Kansas State Normal Summer School at Emporia, June 14-Aug. 2 W. G. Stevenson.

Linn County Institute and Summer School at Pleasanton. Begins June 17. J. C. Lowe, Mound City.

OHIO.—Summer School of Western Reserve University at Cleveland. July 1-27. Address Prof. H. E. Bourne, Station B, Cleveland, Ohio.

School of Theology at Western Reserve University. Ten days, beginning July 8.

Summer Normal Training School of National Normal University at Lebanon. June 18-Aug. 8. Alfred Holbrook.

Art Academy of Cincinnati. June 17-Aug. 24. A. T. Goshorn.

Oberlin College, Oberlin, Ohio, will hold a ten days' session for the discussion of social economics, the last ten days in June.

MICHIGAN.—University of Michigan Summer School. July 8-Aug. 16. Address James H. Wade, Sec'y of University of Michigan, Ann Arbor.

Alma College Summer School at Alma, Michigan. July 8, continuing 4 weeks. Address Jos. T. Northon, Alma, Mich.

Kindergarten Training School at Grand Rapids, Mich. Mrs. Lucretia Willard Treat, principal. July 5-Sept. 1. Address Clara Wheeler. Box 44, Grand Rapids, Mich.

Petoskey Normal School and Business College at Petoskey, Mich. Summer terms begin May 6, June 3-17, and July 1-15. Address M. O. Graves, M. A.

June 1-Aug. 26.—Summer Session Flint Normal College.

Bay View, Michigan, Summer University. July 10-Aug. 14. Embraces six complete schools. J. M. Hall, Flint, Mich., supt.

Summer School of Pedagogy and Review in connection with Benton Harbor College and Normal. June 24-Aug. 2. G. J. Edgcombe.

Summer Term of Ferris Industrial School, Big Rapids, Mich. May 30-July 1. W. N. Ferris.

Albion College Summer School at Albion, Mich. July 2-31.

National Summer Music School, Conservatory of Music, Detroit. July 1-12. Mrs. Emma A. Thomas.

MINNESOTA.—University Summer School at the University of Minnesota, Minneapolis. July 29-Aug. 25. N. N. Pendergast, Supt. of Pub. Instruction, St. Paul, Minn., and Prof. D. L. Kiehle.

NEBRASKA.—Summer School, Lincoln Normal University, Normal, Neb. June 4-Aug. 5. J. F. Taylor.

Summer School, Cotner University, Lincoln, Neb. July 1-Aug. 16. J. A. Beattie, Pres. Bethany.

The Orleans Chautauqua and Summer School at Orleans, Neb. June 10-July 6. R. H. Esterbrook, sec'y.

Nebraska Normal College Summer Session at Wayne. Begins June 10. J. M. Pile.

Summer Session of Fremont Normal School and Commercial Institute at Fremont. Begins June 11. W. H. Clemmons.

INDIANA.—Summer School of Northern Indiana Normal at Valparaiso. Begins June 12. H. B. Brown.

Summer Session of Marion. Normal College. Begins July 22. A. Jones.

Summer School of Central Normal College at Danville. Begins June 11. J. A. Joseph.

Crawfordsville Normal Summer School. July 1-Aug. 23. M. W. Baker.

Summer School of Southern Indiana Normal College at Mitchell. June 11-July 22. John C. Willis.

Summer School of Tri-State Normal College at Angola. Begins May 21. L. M. Sniff.

KENTUCKY.—Summer Session of Central Normal School at Waddy. Begins June 11. J. B. Secrest.

Summer Session of Ellicott Institute and Normal School. June 4-July 30. Whitty Waldrop, Kirksville.

ALABAMA.—Summer School at Eufaula, Ala. Begins June 17, continuing ten weeks. F. L. Mc Coy, Principal, Eufaula, Ala.

MISSISSIPPI.—Mississippi Summer Normal Peabody State Institutes. Four weeks at Aberdeen, June 3, Meriden, June 6, Brookhaven, June 24.

Colored Normals: Tougalow, June 3, Greenville, June 3. West Point. July 1. Sardis, June 17.

NORTH CAROLINA.—University of North Carolina Summer School at Chapel Hill, June 25-July 26. Edwin A. Alderman.

Summer School for Teachers and Students at the University of North Carolina. June 25-July 26. Address Geo. T. Winston, president of the university, Chapel Hill, N. C.

FLORIDA.—Atlanta Chautauqua at Ponce de Leon Springs. June 25-July 8.

TEXAS.—Summer Normal, Salado, Texas. June 24-Aug. 16. T. J. Witt, State School of Methods at Dallas. June 4-22. Supt. J. L. Long.

Special Summer Normal Term of Spirey's High School, at Temple. July 22-Oct. 11. W. E. Spirey.

GEORGIA.—Southern Summer Normal Music School, at Cumberland Island, June 25-July 5. B. C. Davis.

TENNESSEE.—Summer Session of Southern Normal University at Huntingdon. May 14-July 4. J. A. Baker.

Tirrell College, Summer Session, at Decherd, July 2-Aug. 24. Jas. W. Tirrell.

VIRGINIA.—Virginia Summer School of Methods. Four weeks, begins June 24. Address E. C. Glass, Lynchburg, Va.

LOUISIANA.—Summer Normal School at Lake Charles. May 27-June 22. B. C. Caldwell.

#### ROCKY MOUNTAIN AND PACIFIC STATES.

COLORADO.—Colorado Summer School of Science, Philosophy and Languages, Colorado Springs. Four weeks, beginning July 15. George B. Turnbull, A. M., Prin. High School, Colorado Springs, director.

Summer School of University of Colorado at Boulder. July 13-Aug. 24. Carl N. Beker.

OREGON.—Lakeview, Oregon, Summer School, June 24-Aug. 3. J. J. Monroe.

July 22 to Aug. 23.—Summer Normal School at Gearhart Park on the sea coast near the mouth of Columbia river under the direction of Pres. C. H. Chapman, of Eugene; and others prominent in school work in Oregon.

SOUTH DAKOTA.—Normal Teachers' Institute at Sioux Falls. July 15-Aug. 12. Prof. Edwin Dukes.

Lake Madison Chautauqua Schools at Lake Madison, S. D., in connection with the Chautauqua Assembly. July 9-23. Prof. H. E. Kratz, Ph. D., Sioux City, Iowa.

Normal Institute for Fifth District at Colorado Springs, June 17-28. Address Supt. Clarence O. Finch, Colorado Springs, Colo.

#### CANADA.

NOVA SCOTIA.—Summer School of Science for the Atlantic Provinces of Canada at Amherst, N. S. July 3-18.

Chicago Theological seminary will hold a week's session beginning August 22, for the discussion of social economics. Oberlin also, the last ten days of June. Western Reserve college, at Cleveland, will open a ten days school of theology on July 8. A great conference for Bible study under the direction of D. L. Moody, will be held at Northfield, Mass., from June 28, to July 7. The Western Y. M. C. A. will hold a conference at Geneva Lake, Wis., from June 21, to July 1.

The Young Woman's Christian Association will hold three summer conferences severally at Lake Geneva, Wis., Northfield, Mass., and Rogerville, Tenn. There is a new organization known as the "Brotherhood of the Kingdom," whose specialty is applied Christianity. Conferences of this body will be held at Iowa college in June and July, and at Marlborough, N. Y., in August.

The University Extensionists open their summer course of lectures at Philadelphia on June 29. The Plymouth school of applied ethics, now in its fourth year, will open July 8, for a five weeks' session.

The Berlitz Summer School of Languages begins its session at Asbury Park, N. J., the first Monday in June, and continues till the last Friday in August. Students may enter at any time, however.

The professors are native teachers, belonging to the regular faculty of the Berlitz school. The "Berlitz method" is exclusively used in the classes. Special lessons and lectures are given those who wish to prepare for teaching the languages. Pupils taking the regular course, may have an average of four to five hours of lessons daily and at least one lecture a week. The number of students in each class is limited to ten, and they are carefully graded. Besides the classes and lectures, there are exercises in speaking the foreign languages. The fact that these are conducted by the teachers prevents the acquirement of faulty expression and negligent pronunciation, as when students are dependent upon one another for their practice between lessons.

The National Summer School of Boston begins its ninth annual session in Sleeper hall, the New England Conservatory of Music, July 15. The system is the new national, invented and founded by its author, Mr. Luther Whiting Mason, on the principles laid down by the noted German teacher Hohmann, a favorite pupil of Pestalozzi. During the two weeks' term the entire system is exemplified. A special feature of the summer school this year will be a post-graduate course in musical form and composition. A certificate of attendance is given to each member of the school at the close of each term. Address G. E. Nichols, manager, 13 Tremont Place, Boston.

#### Teachers' Associations.

June 18-20.—Missouri State Teachers' Association at Pertle Springs.

June 24.—National Association of Elocutionists, at Boston, Mass.

June 24-July 5.—Georgia State Teachers' Association at Cumberland Island.

June 25-27.—Arkansas State Teachers' Association at Searcy. H. A. Nickell, Ozark, president.

June 25-27.—Texas State Teachers' Association at Dallas.

June 26-27.—New York State Music Teachers' Association at Troy, N. Y. Dr. C. P. Simpson, 57 Fourth street, Troy, N. Y.

June 26-27.—Michigan Music Teachers' Association, at Ypsilanti.

June 27, 28, 29.—New York University Convocation at Albany.

July 1.—West Virginia State Teachers' Association, at Shepherdstown.

July 1, 2, 3.—New York State Teachers' Association at Syracuse.

July 1.—Kentucky State Teachers' Association at Lexington.

July 2, 3, 4.—Pennsylvania State Teachers' Association at Mt. Gretna.

July 2-3-4.—Ohio State Teachers' Association at Sandusky.

July 2-3-4.—Alabama Educational Association at Talladega.

July 5-12.—National Educational Association at Denver.

July 8-11.—American Institute of Instruction at Portland, Maine.

July 9-12.—Maryland State Teachers' Association at Pen-Mar.

July 12-15.—Deutsch-Amerikanischer Lehrerbund at Louisville, Ky.

July 16-18.—Manual Training Teachers' Association of America, at Chicago.

July 16, 17, 18.—Manual Training Teachers' Association at Armour Institute, Chicago, Ill.

July 18-19-20.—The Annual State Teachers' Association at Oregon City, in connection with the State Chautauqua Association.

July 18-25.—Pan-American Congress of Religion and Education at Toronto, Canada. Address S. Sherin, Sec'y, Rossin House, Toronto, Canada.

## Recreation in Oxford.

### BOATING.

Lower river.—Boats can be obtained at Salter's Barge-Terms: For any time not exceeding four hours, 6d. each person; for a day, 1s. each.

Upper river.—Boats can be obtained from (a) Mr. Beesley; terms, for each person, 6d.; and from (b) Mr. Bossan; terms, 4d. each person; sailing boats, 6d.; sailing and rowing boats and genuine Canadian canoes may also be hired of the Oxford Canoe and Folding Boat Company at 6d. each person.

(The above charges do not apply to Bank Holiday.)

Routes to the river. (See the map.)

The Lower river may be reached by various routes: (a) Carfax, St. Aldate's street, Christ Church, or beneath the archway opposite Water Hall and along Christ Church New Walk; (b) Grove Street, past Merton Chapel, the Broad Walk, and Christ Church New Walk; or (c) Rose Lane (opposite Magdalen College) and round Christ Church Meadow, following the bank of the Cherwell.

The Upper river may be reached (a) by Corn-Market street (taking the tram), Walton street, Walton Well Road, and Port Meadow; or (b) by Corn-Market street, St. Giles', Woodstock Road, St. John's Road, Walton Well Road, and Port Meadow.

Caution.—Visitors who are unacquainted with the river must exercise great caution in passing the bridges, weirs, locks, etc.

### SWIMMING CLASSES.

Instruction in swimming will be given each morning in August, Sundays excepted, at the Merton Street Swimming Bath. Fees (specially reduced for visitors to the summer meeting) for fourteen lessons, one guinea. Hours: Gentlemen, 7 to 9:30 A. M., and 2 to 7 P. M. Ladies, 10 A. M. to 2 P. M.

Daily lessons will also be given during August at Parson's Pleasure, on the Cherwell, Mesopotamia (see map). Hours: Gentlemen, 6 to 12, and 2:15 to sunset.

### CRICKET.

It is hoped that a cricket match will be arranged during the first part of the meeting between the Extension Students and the Oxford City Cricket Club, and a Ladies' Cricket Match against an eleven of Oxford Ladies.

### BATHING.

Out-door bathing at Parson's Pleasure, on the river Cherwell, Mesopotamia. Hours: Gentlemen, 6 to 12, and 2:15 to sunset; Ladies, 1 to 2 P. M.

The Merton Street (covered) Swimming Bath is open daily; Sundays, 7 till 10:30 A. M. Fee, 6d. each.

There are also hot baths for men, and a good Turkish bath under the same roof, open 7 A. M. till 8:30 P. M. Terms on application.

### CYCLING.

Messrs. J. Collier & Sons, of 105 St. Aldate's adjoining the post office, offer the following special terms to students during the days of the summer meeting (Bank Holiday alone excepted): Single machines (bicycles or tricycles) for two hours, 1s.; half-a-day, 2s.; whole day, 3s. 6d.

### CAB AND TRAMWAY FARES.

Cabs: Distance.—Not exceeding 1 mile, for one or two persons, 1s.; for every additional person, 6d. For each succeeding half-mile, 6d.; for every additional person, 6d. Time—for one or two persons, 2s. for the first hour; for every additional person, 6d. Every additional 15 minutes, 6d.

Special sermons will be preached at St. Mary's on Sundays, August 4 and 11. That on August 4 will be preached by the Right Rev. the Lord Bishop of Hereford; that on August 11 by the Rev. Charles Gore, M. A., canon residentiary of Westminster.

At Mansfield college arrangements are being made for special preachers at the College Chapel on August 4 and 11.

At Manchester college the Rev. Principal Drummond will preach on August 4, and the Rev. J. E. Odgers on August 11, at 11:30 A. M.

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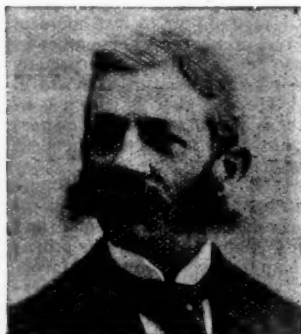
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## New Books.

The substance of a series of lectures delivered by Henry Rutgers Marshall, M.A., at Columbia college in November and December, 1894, has been embodied in a volume entitled *Aesthetic Principles*. The topics are, however, somewhat differently arranged and more fully treated. The volume is not prepared for the scientific psychologist; the author has abandoned the strictest accuracy in verbal expression where this accuracy would have involved too technical a phraseology. The subject is treated from the observer's, the artist's, and the critic's standpoints; under what is termed algedonic aesthetics are considered negative principles and positive principles. The author's aim has been to sketch out the results which are of the greatest interest and of most practical value in reference to the study of aesthetics. (Macmillan & Co., New York. \$1.25.)

*A Manual of Pedagogics*, by Daniel Putnam, A.M., professor of psychology and pedagogy in the Michigan state normal school, has just been published. This was intended as a text-book for normal schools and teachers' departments of colleges, for reference and study in teachers' institutes and for private instruction. It defines what education is and divides it into physical, intellectual, moral, and industrial education; and shows the importance of thorough understanding of the several elements as a preparation for successful teaching. It shows how the general laws of teaching are derived from the laws of mind, and explains and illustrates the application of these laws to the work of the school-room. The development of mental and moral growth in the child is traced, and the laws of conduct that grow out of this increase of force and activity in the child's nature are discussed. Especial attention is given to elementary instruction. The purposes of the recitation, the need of concentration, the correlation of studies in courses of instruction, the influence of the teacher's character and personality, are among the other subjects treated. At the end of each chapter reference is made to other books in which the chapter topic is considered. (Silver, Burdett & Co., Boston. \$1.50.)

The trouble with many mental arithmetics is that they give problems that are too difficult to solve without the aid of the pencil. Special pains have been taken to avoid this fault in the preparation of the Rogers & Williams *Mental Arithmetic*. It is designed to cultivate the thinking and reasoning powers of the pupil, and to promote greater accuracy and rapidity in his arithmetical work; also to assist in reviving the teaching of mental arithmetic by oral analyses. The book has been prepared by a teacher of long experience who has aimed to make the problems sensible and practical, and the analyses simple and logical. (Williams & Rogers, Rochester, N. Y., and Chicago, Ill.)

George Trumbull Ladd, professor of philosophy in Yale university, a well-known investigator in the field of psychology, has just added another volume to his list of works relating to that subject, entitled *Philosophy of Mind*. It is an essay in the spec-

ulative treatment of certain problems, suggested but not usually discussed in the course of a thorough empirical study of mental phenomena. In some sort the entire volume may be considered as the continuation of a series of works on psychology, or the science of mental phenomena. It pursues further the discussion of various questions, as psychology and philosophy of mind; the concept of mind; the reality of mind; the consciousness of identity, and so-called double consciousness; the unity of mind; mind and body; materialism and spiritualism, monism and dualism, etc., that were suggested in his earlier works. Those who have mastered the elements of the science will find profit in reading this more metaphysical work. (Charles Scribner's Sons, New York.)

### Pennsylvania Railroad Company's Summer Excursion Route Book.

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The Passenger Department of the Pennsylvania Railroad Company will, on June 1, publish its annual Summer Excursion Route Book. This work, which is compiled with the utmost care and exactness, is designed to provide the public with short descriptive notes of the principal Summer resorts of Eastern America, with the routes for reaching them and the rates of fare. There are over four hundred resorts in the book, to which rates are quoted, and over fifteen hundred different ways of reaching them, or combinations of routes are set out in detail. The book is the most complete and comprehensive handbook of Summer travel ever offered to the public.

Its 210 pages are inclosed in a handsome and striking cover, in colors. Several maps, presenting the exact routes over which tickets are sold, are bound in the book. It is also profusely illustrated with fine half-tone cuts of scenery along the lines of the Pennsylvania Railroad and elsewhere.

Any doubt as to where the Summer should be passed will be dispelled after a careful examination of the contents of this publication.

On and after June 1 it may be procured at any Pennsylvania Railroad ticket office at the nominal price of ten cents, or, upon application to the general office, Broad Street Station, by mail for twenty cents.

### TEACHERS

Contemplating a trip to Denver, to attend the Convention of the National Educational Association, in July, will have all their traveling troubles borne and wants looked after by an agent in charge, if they will join the special excursion, arranged for by Mr. C. W. Bardeen, Syracuse, N. Y., and Charles W. Cole, Albany, N. Y., the Committee on Transportation for Western New York. They will also secure the lowest rates, the finest accommodations, the quickest time, and the best meals.

This special train will leave Syracuse at 4 P.M., and Buffalo at 8.00 P.M., on July 1, and arrive at Denver, at 5.30 P.M., on July 5. It will be composed of the finest sleeping cars, and will be run via the West Shore, Nickel Plate Road, and the Northwestern-Union Pacific route.

Special rates have been authorized by all lines to Syracuse and return on the occasion of the Convention of the State Educational Association, July 1, 2 and 3. All teachers in New York State are requested to attend this Convention at Syracuse, and to join the special party for Denver, leaving at 4.00 P.M., July 3.

Teachers purchasing tickets via West Shore R. R. from points east of Syracuse, to the Denver Convention, will be allowed a stop-over at Syracuse to attend the State Convention.

For all particulars as to rates, diverse routes, sleeping car reservations, &c., &c., write C. W. Bardeen, Chairman Transportation Committee, Syracuse, N. Y.; or F. J. Moore, General Agent, Nickel Plate Road, Buffalo, N. Y.

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No question is more important at the present day than the relations of capital and labor and the social problems growing out of them. During this century there has been a revolution of industrial operations principally on account of the introduction of labor saving machinery; the changes from hand-made to machine-made products have been so rapid that society has not been able to adjust itself fully to the new conditions. Much is being written on the subject; many points are being cleared up, many difficulties satisfactorily adjusted. A decidedly helpful book on the subject, as showing what progress has been made up to date and indicating how further progress may be made is *The Evolution of Industry*, by Henry Dyer, D.Sc., a man of thorough scholarship and wide experience. He sets forth the laws underlying economics, and then considers the conditions of man's development, early corporate and state regulation of industry, individual industry, trade unions, position of women, co-operation, municipal control, modern state control, industrial training, modern industrial guilds, and industrial integration. (Macmillan & Co., New York. \$1.50.)

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For the meeting of the National Educational Association at Denver, Colo., in July, next, the Western trunk lines have named a rate of one standard fare, plus two dollars for the round trip. Variable routes will be permitted. Special side trips at reduced rates will be arranged for from Denver to all the principal points of interest throughout Colorado, and those desiring to extend the trip to California, Oregon, and Washington, will be accommodated at satisfactory rates. Teachers and others that desire, or intend attending this meeting or of making a Western trip this summer, will find this their opportunity. The Chicago, Milwaukee & St. Paul Railway (first-class in every respect) will run through cars Chicago to Denver. For full particulars, write to or call on Geo. H. Heafford, General Passenger and Ticket Agent, Chicago, Ill.

Any one who has been to Ithaca, N. Y., will testify that it is a delightful place in which to spend the summer or a portion of it. It is in the midst of an interesting country, full of grand and beautiful scenery. But the greatest attraction to a lover of learning is the fact that Cornell university is located there, and the attraction has been greatly increased since the opening of the summer school. Ancient and modern languages, history, philosophy, science, architecture,

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engineering, law, and other branches are taught. The school will be open from July 8 to August 16. Send to Prof. O. F. Emerson, Ithaca, N. Y., for a circular giving detailed information.

Teachers who intend to attend the National Educational Convention at Denver would do well, before selecting their routes to write to any of the representatives of the Missouri Pacific railway (whose addresses are given in an advertisement in another column) for a copy of the recent publication, "St. Louis Through a Camera," which will be mailed free on application.

The Kombi camera is so small that it may be carried in the pocket without inconvenience. It takes twenty-five pictures at one loading, and can be reloaded at a cost of only twenty cents. Send for a booklet describing it to Alfred C. Kemper, 132 Lake street, Chicago.

In one of our comic operas a leading character sings, "Make the punishment fit the crime." Our school authorities, without drawing an invidious comparison, have done better, for they have learned to make the desk fit the boy. The New Jersey School Furniture Co., Trenton, N. J., are making a desk and a chair that may be adjusted easily and quickly to the size of the pupil. When the lid of the desk is let down it will not slam. Neither of these improvements cost any more than the ordinary.

Times change, as every one knows, but there have probably been more changes during the past one hundred years in industrial methods than during any other century in human history. Among these is the substitution of the steel pen for the poet's "gray goose quill." Esterbrook's steel pens have been long on the market and have not been found wanting. The standard school numbers are 333, 444, 128, 105, and 048. They are for sale by all stationers, or may be obtained of the Esterbrook Steel Pen Co., 26 John street, N. Y.

Give the children the best material to work with, and there may be expected as high a class of work as they are capable of. The schools need the vertical practice paper, pens for vertical writing, and other supplies furnished by Peckham, Little & Co., 56 Reade street, N. Y.

When leaving for the country this summer put that little kodak known as the Bullet in your grip. Then you can bring back with you pictures of the landscapes and other interesting objects that strike your eye. One button does it all—sets and releases the shutter and changes from time to instantaneous. An illustrated manual will be sent free by the Eastman Kodak Co., Rochester, N. Y.

On February 22, by act of legislature, Mersurvey's Text-Books in Bookkeeping were adopted for all the free schools of the state of West Virginia. The single entry has been adopted by the grammar schools of Chicago. These books are published by Thompson, Brown & Co., Boston and Chicago.

## Literary Notes.

"A complete and original system of vocal culture, showing how to obtain a deep, rich, and melodious voice, based on the evolution of speech, physiologically and psychologically," is contained in *Broun's Chart of the Music of Speech*, by Frances Josef Broun, of the Delsarte college of oratory, Toronto, Canada.

In the Religion of Science library the Open Court Publishing Company have issued a volume *On the Origin of Language and the Logos Theory*, by Ludwig Noire.

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## Literary Notes.

The next volume to be issued in Macmillan & Co.'s Economic Classics Series is *Peasant Rents*, by Richard Jones, originally published in 1831. It has been edited by Prof. Ashley of Harvard.

A. C. McClurg & Co., of Chicago, will issue at an early day *The Eye in Its Relation to Health*, by Chalmers Prentice, M. D., and *Government & Co., Limited*, an examination of the tendencies of privileges in the United States, by Horatio W. Seymour.

The English publishers of *The American Historical Review* will be the Messrs. Longmans.

Silver, Burdett & Co., have issued *Choice English Lyrics* edited by James Baldwin, Ph. D., and *The Lady of the Lake*, edited by Homer B. Sprague, Ph. D.

Thomas Y. Crowell & Co., of Boston, will issue in June an unusually attractive volume on Abraham Lincoln. The book will contain the forty two articles on Lincoln printed in *The Independent* of April 4, and also an introduction by Dr. William Hayes Ward.

Otto Heller, professor of the German language and literature in Washington university, St. Louis, is the author of a *First Course in the Study of German According to the Natural Method*, which is published by I. Kohler, 911 Arch street, Philadelphia.

The western world has taken Japan into its good graces, and the doughty little nation is justifiably a reigning fad. Books that give the artistic side are abundant, but the social side is still little known. The Lippincotts are just in the nick of time with *Advance Japan: A Nation Thoroughly in Earnest*, by J. Morris, who has lived in Japan, helped to develop its telegraphs, and studied with sympathy its people. He has had the added advantage of a close friendship with members of the Japanese Legation in England.

*Current History*, issued by Garretson, Cox & Co., Buffalo, N. Y., is a magazine that is valuable both for present reading and for preservation for reference. All the leading events and movements of the day are admirably summarized, so that one can keep better informed by reading it than by reading the newspapers. The current number contains 256 pages of reading matter, and is illustrated with 44 portraits of persons of prominent interest in all parts of the world. To show the fullness of the information given, we will state that seventeen pages, with a map, are devoted to the war between China and Japan.

The June number of *Current Literature*, is brimful of delightful articles from all sources. An excellent digest is given of Nordau's charges of degeneration against the world's greatest authors of the day; an excellent description of a sea-fight with pirates; an amusing sketch of "A Doll's Funeral," besides other special features, and interesting matter about authors, plants, animals, sociologic questions, music and drama, medicine, travel, adventure, etc. The index to the six months volume shows over 800 separate articles by the best writers of modern times.

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